Agenda
Updated March 15, 2024
Updated March 18, 2024

March 19, 2024
School Board of Manatee County
Regular Board Meeting - 10:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. CALL TO ORDER

2. READING OF THE DISTRICT'S VISION

3. INVOCATION

4. PLEDGE OF ALLEGIANCE

5. APPROVAL OF THE AGENDA

1. Agenda Amendments - added after publishing

6. APPROVAL OF MINUTES

1. Approval of the Minutes for February 13, 2024 Regular School Board Meeting

7. RECOGNITIONS

1. School Social Worker's Month

8. PUBLIC COMMENTS (UP TO 30 MINUTES)

Public comment is not an open forum to discuss matters unrelated to education, to support or oppose candidates for public office, or to engage in commercial speech attempting to sell a service or product to the School Board or public. Also, public comment is not a forum to attack individual school system employees or Board Members. Any such complaints should be submitted in writing to the Superintendent for appropriate handling. Finally, this is not a forum for addressing issues involving individual students. Because of privacy concerns, such issues should be submitted in writing to the Superintendent for appropriate handling. Each speaker is allowed three minutes to address the Board. Speakers must stand at the podium and not approach the dais.

This is a business meeting of the School Board and the public expects that we conduct it in an orderly, efficient, effective and dignified manner. We request that speakers keep this in mind when making your comments. We also request that the audience keep that in mind and not demonstrate approval or disapproval of what a speaker has said by clapping or booing. The Board appreciates the public's input and will listen attentively, consider each comment, and usually will not respond,

enter into debate, or answer questions during comments on agenda items or during the public comments section.

PUBLIC INPUT INSTRUCTIONS:
1. Before you begin speaking, please provide any handouts to the Agency Clerk.
2. Please identify yourself only by your full name for the record.
3. You have no more than three minutes to speak. Please stop speaking when the bell rings.
4. Florida Law requires all citizens to conduct themselves in an orderly fashion at public meetings.
5. **WARNING:** Any individual who interferes with the expeditious or orderly process of a School Board meeting, will be subject to removal from the meeting pursuant to Section 1001.372(3) Florida Statutes at the discretion of the Chair. Orderly fashion is deemed as, at a minimum (1) no profanity (2) no vulgar language (3) no discourteous, disrespectful, or disparaging conduct.

9. REPORTS AND PRESENTATIONS

1. Summer Programs and Professional Learning Update

10. CONSENT ITEMS

All matters listed under the Consent Agenda are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items. If discussion is desired by a Board Member, that item will be removed from the Consent Agenda and will be considered later in the agenda.

1. Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact)-Updated March 15, 2024
2. Approval of the Report of Teachers Out-of-Field Content, Reading, ESOL (English for Speakers of Other Languages), and/or Long-Term Substitutes (No Financial Impact)
3. Approval to Apply, Accept and Expend the 2023-2024 Title IX Part A (Education of Homeless Children and Youth) Grant Additional Allocation in the Amount of $8,394.00 (Incoming Grant Funds)
4. Approval to Apply, Accept and Expend Amendment 3 of the Driving Choice Grant Program, in the Amount of $56,138.00 (Incoming Grant Funds)
5. Approval of Sole Source to Purchase Sphero Robotics, STEAM and STEM Kits, SDMC No. 24-0110-BS, Estimated in the Amount of $75,000.00 (Multiple Funding Sources)
6. Approval of Sole Source to Purchase Gaumard Patient Simulator, SDMC No. 24-0101-BS, Estimated in the Amount of $160,000.00 (Nursing PIPELINE Grant)
7. Approval of the Use of the Lake County Bid on Fire Equipment, Supplies and Services, SDMC No. 24-0112-BS, Estimated in the amount of $100,000.00 (Multiple Funding Sources)
8. Approval of the Use of the School Board of Pinellas County Bid on HVAC Filters and Frames, SDMC No. 24-0111-MR, Continued Procurement, Estimated in the Amount of $200,000.00 (Local Capital Improvement)
9. Approval of the Use of Omnia Request for Proposal on Furniture/Educational Supplies, SDMC No. 24-0108-MR, Estimated in the Amount of $1,000,000.00 (Multiple Funding Sources)
10. Approval to Purchase Services from MGT of America Consulting, LLC, to Perform an Audit of the Districtâ€™s Educational Planning and Construction Activities for the Fiscal Year Ended June 30, 2023, for compliance with Section 1013.35(2)(f), Florida Statutes, SDMC No. 24-0105-RG, Not to Exceed $49,376.00 (General Fund)
11. Approval of Sole Source to Purchase Precision Concrete Cutting Services, SDMC No.

25-0002-MR, Continued Procurement with Vendor, Estimated in the Amount of $65,000.00 (Capital Funds)

12. Approval of Sole Source to Purchase Soundproofing Acoustical Panels with Related Services, SDMC No. 25-0003-MR, Continued Procurement with Vendor, Estimated in the Amount of $300,000.00 (Capital Funds)
13. Approval of the Third Amendment to the Ground Lease Between the City of Bradenton and the School Board of Manatee County for the New Manatee Technical College Law Enforcement Academy Firing Range and Driving Facility, in the Amount of $10.00 Per Year (No Financial Impact)
14. Approval of Termination of Interlocal Agreement with Manatee County for Tennis Court Lighting at Braden River Middle School (No Financial Impact)
15. Approval of East County K-8 Prototype - Agreement Between Owner and NDC Construction Company - Amendment 1 - Partial Guaranteed Maximum Price, in the amount of $10,705,085.00 (Capital Funds)
16. Approval to add Daughtrey Elementary School and Horizon Academy - Administrative Lobby Enhancements - Agreement Between Owner and P.J. Hayes, Inc. d.b.a. Tandem Construction - Amendment 1 - Additional Pre-Construction to the existing Bayshore High School and Southeast High School Administrative Office Enhancements Project, in the Amount of $1,563.03 (Capital Funds)
17. Approval of Manatee High School - Painting & Roofing - Agreement Between Owner and Creative Contractors, Inc. - Amendment 1 - Guaranteed Maximum Price in the Amount of $3,249,622.40 (Capital Funds)
18. Approval of Kinnan Elementary School, Lincoln Memorial Middle School, Moody Elementary School, Palmetto Elementary School, Stewart Elementary School - 2024 Media Centers Renovations - Agreement Between Owner and Bwas Design, PLLC, in the Amount of $101,250.00 (Capital Funds)
19. Approval of Request to Declare Surplus and Donate Portables 162, 188, 198, 209, 263, 843, and 948 (No Financial Impact)
20. Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater Than $5,000.00 (Possible Incoming Funds to General Fund)
21. Approval for the District to Participate in the Statewide Mutual Aid Agreement - 2023 Between the School District of Manatee County and the State of Florida Division of Emergency Management (No Financial Impact)
22. Approval and Ratification of the Superintendent Scholarship Agreement with Florida Prepaid (No Financial Impact)
23. Approval of the North River Charter Academy Contract for the 2024-2030 School Years (No Financial Impact)
24. Approval to File an Appeal and to File a Petition for a Writ of Certiorari in Kinnan v. School Board of Manatee County, Manatee County Circuit Court Case Number 2016 CF 4064 (No Financial Impact)

11. PUBLIC COMMENT FOR NEW BUSINESS ITEMS

12. NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

13. NEW BUSINESS (NON-CONSENT ITEMS)

1. Approval of the Budget Amendments for January 2024

2. Approval of Advertising a Notice of Intent to Amend School Board Policies, to Include New Policies, and Setting a Public Hearing at the Board Meeting on April 23, 2024
3. Revisions of Job Descriptions of Non-Degreed Teachers of Career Programs (No Financial Impact)
4. School Board of Manatee County Resolution 2024 - 002 (General Fund)

14. NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

1. Approval to Renew the Professional Services Contract with Cherry Bekaert, LLP to Provide Financial Auditing Services and Accounting Services of Fiscal Year 2023-2024, SDMC No. 20-0102-RG, Estimated in the Amount of $175,800.00 (General Fund)
2. Approval of Travel Expense Associated with the School Board Members' Attendance at the Florida School Boards Association (FSBA) School Finance 2.0 & More Forum, April 12-14, 2024, at the Hilton, University of Florida Conference Center, Gainesville, FL, Not to Exceed $3,000.00 (General Fund) Updated March 15, 2024

15. CONTINUED PUBLIC COMMENT (IF NECESSARY)

16. INFORMATION ONLY (No Board Action Required)

1. Year-to-Date Financial Statements Through January 31, 2024
2. Year-to-Date Charter School Financial Statement Summary Through January 31, 2024

17. UPDATES

A. Instruction - Derek Jensen
B. Operations - Joseph Ranaldi
C. Legal - Stephen Dye / Pamela D'Agostino

18. SUPERINTENDENT REMARKS

19. BOARD COMMENTS

20. ADJOURNMENT

AGENDA ITEM NO. 5.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting

Title
Agenda Amendments - *added after publishing*

Executive Summary
The Chair finds good cause to amend the agenda to include:

Agenda amended on Friday, March 15, 2024, to **add** attachment *Travel Expense Worksheet FSBA Finance Forum Choate-April 2024- added after publishing* **on** New Business (No Superintendent Recommendation) Item *Approval of Travel Expense Associated with the School Board Members' Attendance at the Florida School Boards Association (FSBA) School Finance 2.0 & More Forum, April 12-14, 2024, at the Hilton, University of Florida Conference Center, Gainesville, FL, Not to Exceed $2,000.00 (General Fund) - Updated March 15, 2024.*

Agenda amended on Friday March 15, 2024 to **update** attachment *HR Board Material March 19, 2024 updated 3.15.2024* **on** Consent item *Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact)-Updated March 15, 2024.*

Agenda amended on Monday, March 18, 2024 to **update** Consent Agenda item *Approval of the Third Amendment to the Ground Lease Between the City of Bradenton and the School Board of Manatee County for the New Manatee Technical College Law Enforcement Academy Firing Range and Driving Facility, in the Amount of $10.00 Per Year (No Financial Impact)* attachment **from** *Third Amd to Lease with COB 2024-03-19 SRD Change* **to** *SR Third Amd to Lease with COB (COB rev 3-16-24).*

Agenda amended on Monday, March 18, 2024, to **add** item *Appeal and Petition for Writ of Certiorari in Kinnan v. School Board of Manatee County, Manatee County Circuit Court Case Number 2016 CF 4064* **to** Consent Agenda.

Contact
Submitting Department: School Board
Initiated By: Chair Choate

AGENDA ITEM NO. 6.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Minutes for February 13, 2024 Regular School Board Meeting

Executive Summary
Approval of the Minutes of the February 13, 2024 Regular School Board Meeting

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 7
Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Recommendation
Superintendent recommends approval of the minutes of the February 13, 2024 Regular School Board Meeting

Financial Impact
No Financial Impact.

Contact
Initiating Department: School Board

Attachments:
February 13, 2024 School Board Minutes

Minutes
February 13, 2024

Regular Meeting - 10:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

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1) CALL TO ORDER

Attendee Name	Status
Dr. Jason C. Wysong, Superintendent Joseph Ranaldi, Deputy Superintendent of Operations Rachel Sellers, Deputy Superintendent of Business Services Derek Jensen, Deputy Superintendent of Instructional Services Gina Messenger, Board Member Chad Choate, Chair Cindy Spray, Vice-Chair Richard Tatem, Board Member Pamela D'Agostino, General Counsel Stephen Dye, Board Attorney	Present
Mary Foreman, Board Member	Present/TEAMS

Chair Choate called the Meeting to order at 10:00 AM.

2) READING OF THE DISTRICT'S VISION

Chair Choate read the District's Vision.

3) INVOCATION

The invocation was given by Mr. Logan Harrington.

4) PLEDGE OF ALLEGIANCE

Chair Choate led the recitation of the Pledge of Allegiance.

5) APPROVAL OF THE AGENDA

5.1. Agenda Amendments – added after publishing

RESULT: **Adopted [UNANIMOUS]**

MOVER:	Cindy Spray
SECONDER:	Richard Tatem
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman (Via Teams)

The Chair finds good cause to amend the agenda to include:

Agenda amended on Friday, February 9, 2023, to **update** attachment *HR Board Material* February 13, 2023 **on** *Consent Agenda item, Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact).*

Agenda amended on Friday February 9, 2024 to **add** attachment *PCHS_SDMC Board Meeting* **on** Reports and Presentations item *Parrish Community High School Construction Update*.

Agenda amended on Monday February 12, 2024, to **update** attachment *HR Board Material* February 13, 2023 **on** *Consent Agenda item, Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact).*

6) APPROVAL OF MINUTES

6.1 Approval of the Minutes of the January 23, 2023 School Board Workshop

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Gina Messenger
SECONDER:	Cindy Spray
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman (Via-Teams)

7) RECOGNITIONS

7.1 Black History Month 2024 Proclamation

Board Member Tatem read the Black History Month Proclamation.

7.2 Annie Lucy Williams Life and Legacy

Mr. Mike Barber, Director of Communication, Family and Community Engagement, introduced the following family members of the recognized District Employee Annie Lucy Williams:

Family Members
Johncyna McRae – Daughter
Deborah Thomas – Daughter
Keith Williams – Grandson
Cullen McRae – Great Grandson
Parker Houston – Great Grandson

From Williams Elementary
Andra Keezer – Principal
Rose Chandler – Teacher's Aid
Debby Hampton – Registrar
Allison Cooper – Senior School Secretary

8) PUBLIC COMMENTS (UP TO 30 MINUTES)

Public Comment as follows:

1. Celine Nicole Charleson
2. Michael Hartman
3. Deanna Brinkley

9) Reports and Presentations

9.1. Social Studies Instructional Materials Adoption

Mr. Derek Jensen, Deputy Superintendent of Instruction, introduced Ms. Shannon Fleming, Director of Secondary Curriculum. Ms. Fleming provided a presentation to the Board regarding the Social Studies Instructional Materials Adoption. Included in the presentation were the following topics:

- Adoption Process
- K-5 Publisher Selection – Gallopade Curriculum
- Secondary Publishers – National Geographic
    - Grade 6-8 Civics, World History, US History
    - Grade 9-12 World History, US History, Government
- Secondary Publishers- TCI – Economics
- Next Steps

The Board asked questions and held discussion; Board Members thanked the curriculum committee for their work on the selection process.

9.2. Parrish Community High School Construction Update

Mr. Joseph Ranaldi, Deputy Superintendent of Operations, introduced Mr. David Wildes, Project Director of the Parrish Community High School Construction Project. Mr. Wildes introduced Aaron Jacobson of Schenkel Shultz Architecture and Jason Kruse, Construction Manager at Williams Company. Mr. Wildes and Mr. Jacobson provided an overview and progress update on the project to date. Mr. Kruse noted the site plan review would happen and be completed by the County in April. Also presented was the Guaranteed Maximum Price for the completion of the 16 Classroom Addition to Parrish Community High School.

The Board asked questions and held discussion. Additional information was provided by Superintendent Wysong.

10) CONSENT ITEMS

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Gina Messenger
SECONDER:	Richard Tatem
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman (Via-Teams)

1. **Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact)**
2. **Approval of the Report of Teachers Out-of-Field Content, Reading, ESOL (English for Speakers of Other Languages), and/or Long-Term Substitutes (No Financial Impact)**
3. **Approval to Apply, Accept, and Expend the Supplemental School Improvement Grant in the Amount of $1,825,176.42 (Incoming Grant Funds)**
4. **Approval to Apply, Accept and Expend the Safety and Security of School Buildings in the Amount of $752,944.00 (Incoming Grant Funds)**
5. **Approval to Apply, Accept and Expend the 2024 Perkins V Career and Technical Education Equipment Upgrade and Modernization Grant in the Amount of $170,815.00 (Incoming Grant Funds)**
6. **Approval of the New Agreement Between the School District of Manatee County and Comfortable Care Dental Health Professionals, for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2023-2026 School Years (No Financial Impact)**
7. **Approval of Request to Declare Surplus and Remove Railroad Caboose (Building 12) (Capital Funds)**
8. **Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater Than $5,000.00 (Possible Incoming Funds to General Fund)**
9. **Approval of the Use of the Orange County Public Schools Bid on Science Supplies and Equipment, SDMC No. 24-0100-BS, Estimated in the Amount of $100,000.00 (Multiple Funding Sources)**
10. **Approval of the Bid for HVAC- Maintenance, Repair, and Replacement, SDMC No. 24-0098-MR, Continued Procurement, Estimated in the Amount of $2,500,000.00 Per Year (Capital Funds)**
11. **Approval of Florida Department of Education - Florida Inventory of School Houses - Certification of Facilities Data (No Financial Impact)**
12. **Approval to Authorize the Superintendent to Execute a Certificate of Substantial Completion for the District Regarding the Sea Breeze Elementary School - Roof Replacement (No Financial Impact)**
13. **Approval to Authorize the Superintendent to Execute a Certificate of Substantial Completion for the District Regarding the Wakeland Support Center -Building 6 Demolition (No Financial Impact)**
14. **Approval to Authorize the Superintendent to Execute a Certificate of Substantial Completion for the District Regarding the MCR Health Facility at Daughtrey Elementary School (No Financial Impact)**

15. **Approval of MCR Health Facility at Daughtrey Elementary School - Change Order 1 - Final - Agreement Between Owner and NDC Construction Company, Decrease in the Amount of $111,496.40 (No Financial Impact)**
16. **Approval of Manatee Elementary School - Auditorium Exterior Renovations & Re-roofing - Agreement Between Owner and Willis A. Smith Construction, Inc. - Amendment 2 - Guaranteed Maximum Price in the Amount of $2,700,921.00 (Capital Funds)**
17. **Approval of Palma Sola Elementary School - Campus Renovations - BO Agreement - Between Owner and Bureau Veritas North America, Inc. in the Amount of $152,000.00 (Capital Funds)**
18. **Approval of Parrish Community High School Classroom Addition - Agreement Between Owner and Williams Company Tampa - Amendment 2 - Guaranteed Maximum Price in the Amount of $10,592,738.32 (Capital Funds)**
19. **Approval of Parrish Community High School - Classroom Addition - Amendment 2 - Between Owner and Schenkel and Shultz, Inc., in the Amount of $21,810.00 (Capital Funds)**
20. **Approval to Authorize the Superintendent to Take Necessary Actions to Split Manatee Technical College (MTC) Campus Areas From the Lakewood Ranch High School Campus and the Bayshore High School Campus (General Fund)**
21. **Approval of an Interagency Agreement between the School District of Manatee County and the Florida Department of Children and Families (DCF). (No Financial Impact)**

11) PUBLIC COMMENT FOR NEW BUSINESS ITEMS

12) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

13) NEW BUSINESS (NON-CONSENT ITEMS)

13.1 Approval of Budget Amendments for December 2023

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Gina Messenger
SECONDER:	Cindy Spray
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman (Via-Teams)

Ms. Rachel Sellers, Deputy Superintendent of Business Services, provided an overview of the Budget Amendments for December 2023.

13.2 Approval of the Revisions of Job Descriptions in the Information Technology Department (No Financial Impact)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Richard Tatem
SECONDER:	Gina Messenger
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman (Via-Teams)

Superintendent Wysong provided information regarding changes to job descriptions within the Information Technology department.

13.3 Approval of the K-12 Social Studies Instructional Materials Adoption Committee Recommendations for the 2024-2025 School Year (Multiple Funding Sources)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Cindy Spray
SECONDER:	Gina Messenger
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman (Via-Teams)

Superintendent Wysong thanked the committee and staff for their work during the adoption process.

14) NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

15) INFORMATION ONLY (No Board Action Required)

15.1. Year-To-Date Financial Statements Through December 31, 2023

15.2. Year-To-Date Charter School Financial Statement Summary Through December 31, 2023

15.3. Quarterly ESSER Report for Period Ending December 31, 2023

16) CONTINUED PUBLIC COMMENT (IF NECESSARY)

17) UPDATES

17.1. INSTRUCTIONAL UPDATE

Mr. Derek Jensen, Deputy Superintendent of Instructional Services, updated the board on the following topics:

- VEX Tournament in Bradenton
- Upcoming Secondary STEM Awards ceremony
- Science Adoption Committee Review
- Spoke about the ESE Agency Fair and thanked Ms. Nicole Cox, Director, Exceptional Student Program and staff for the event

17.2. OPERATIONS UPDATE

Mr. Joseph Ranaldi, Deputy Superintendent of Operations, updated the board on the following:

- Upcoming District Job Fairs
    - Transportation
    - Operations
    - Instructional
    - Paraprofessional
- Upgrades to Display Televisions in the schools
- IT continue to provide interactive display training

17.3. LEGAL DEPARTMENT UPDATE

18) SUPERINTENDENT REMARKS

Superintendent Wysong updated the Board on the following:

- Thanked Board for approving the Consent Agenda, specifically noted Grant approvals
- Spoke regarding the GNP for Parrish HS
- Human Resources personnel movement and issues
- Noted upcoming High School sports events
- MTC STEM event
- Attendance at a recent Honor Choir event
- Noted the Excellence in Education Awards, and gave a special thanks to Ms. Deborah Gambino for the coordination of the event.

19) BOARD COMMENTS

19.1) Board Member Messenger

Board Member Messenger spoke regarding the following:

- Excellence in Education Awards
- Thanked the Education Award finalists and winners

19.2) Board Member Tatem

Board Member Tatem spoke regarding the following:

- Excellence in Education Awards
- Safety and crime/gun prevention
- MTC East Open House
- Dual Enrollment/Acceleration in academics
- Transportation Department improvements

19.3) Board Member Foreman

Board Member Foreman spoke regarding the following:

- Excellence in Education Awards - congratulations to all finalists and a special congratulations to the winners
- Noted recent middle school STEM event
- Thanked the teachers and noted the success of District Debate Teams
- Brief overview of conference topics regarding Cybersecurity

19.4) Vice-Chair Spray

Vice-Chair Spray spoke regarding the following:

- District retirees

- Excellence in Education Awards
- Tennis at High School
- Transportation and transition issues
- Soar in 4 program
- Provided a brief overview of recent CFOC meeting

19.5) Chair Choate

Chair Choate spoke regarding the following:

- Excellence in Education Awards
- Bradenton Reads! program

20) ADJOURNMENT

Minutes: There being no further business to come before the Board, Chair Choate adjourned the Meeting at 11:27 AM.

_____

Chad Choate, III
Chairman

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above-mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based. School Board meetings are held in accessible locations. Auxiliary aids will be provided, upon written request received at least 48 hours prior to the meeting, to participants with disabilities.

AGENDA ITEM NO. 7.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
School Social Worker's Month

Executive Summary

The School Board honors and celebrates the contributions Social Workers make to the health, safety and success of students in the School District of Manatee County.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 7
Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Contact
Submitting Department: Communications, Family & Community Engagement
Initiated By: Michael Barber

AGENDA ITEM NO. 9.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting

Title
Summer Programs and Professional Learning Update

Executive Summary
Mr. Derek Jensen, Deputy Superintendent of Instruction; Ms. Alison Nichols, Director of Elementary Curriculum; and Ms. Shannon Fleming, Director of Secondary Curriculum, will present information regarding upcoming Summer Programs and Professional Learning opportunities.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
2024-03-19 Presentation- Summer Programs and Professional Learning

2023-2024
Summer Programs and Professional Learning

School Board Meeting

March 19, 2024

Alignment to the Strategic Plan

Ready to Learn

1. Refine the elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs.
4. Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades.
5. Continue to partner with community-based agencies to ensure expanded Pre-Kindergarten learning opportunities and alignments.

Ready for Life

2. Ensure that all staff are trained to respond to students impacted by trauma and adverse childhood experiences, including highly effective student services and mental health supports.
3. Provide unique and highly personalized support for English Language Learners.
6. Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning.

Ready to Grow

2. Strengthen our new employee orientation and development program to foster, promote, and retain qualified educators and staff.
3. Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders.

SDMC Summer Programs

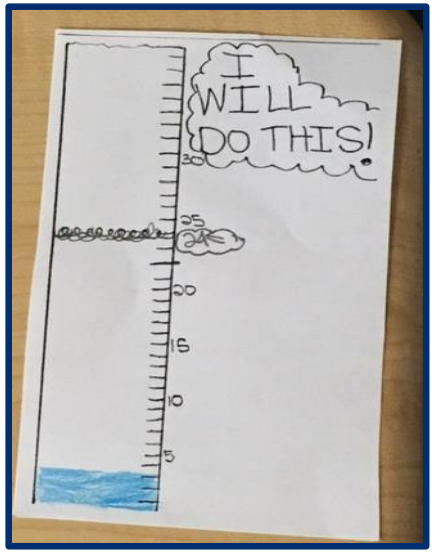
Provide opportunities for:

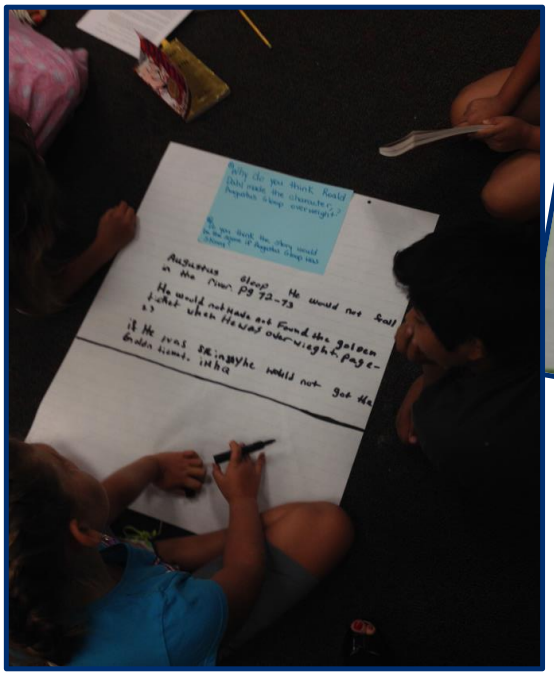
- Extended instructional time for students in Pre-K through 12th grades
- Minimizing instructional gaps that can occur during summer break
- Teachers, paraprofessionals, aides, nurses, guardians, food service staff, bus drivers, occupational/physical therapists, speech pathologists, and counselors to have additional paid days of work
- Instructional staff to receive targeted professional learning including strategies and resources that can be applied/utilized during the school year

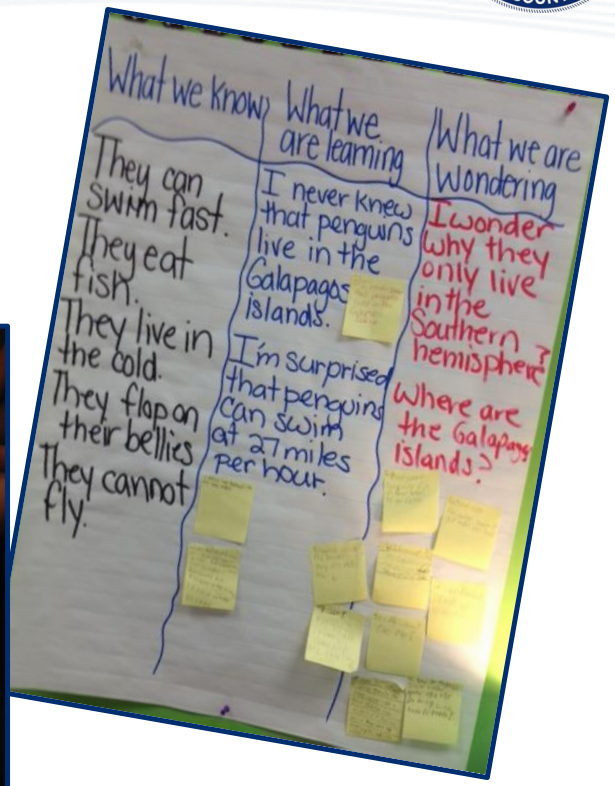
Summer Programs- Statutory Requirement

3rd Grade Summer Reading Camp

- Retained 3rd Graders
- 14 Sites







3rd Grade Summer Reading Camp

6A-6.053 District Comprehensive Evidence-Based Reading Plan

Districts must provide intensive interventions through Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment. Classroom teachers assigned to these students at Summer Reading Camps must be certified or endorsed in reading and must be rated highly effective…

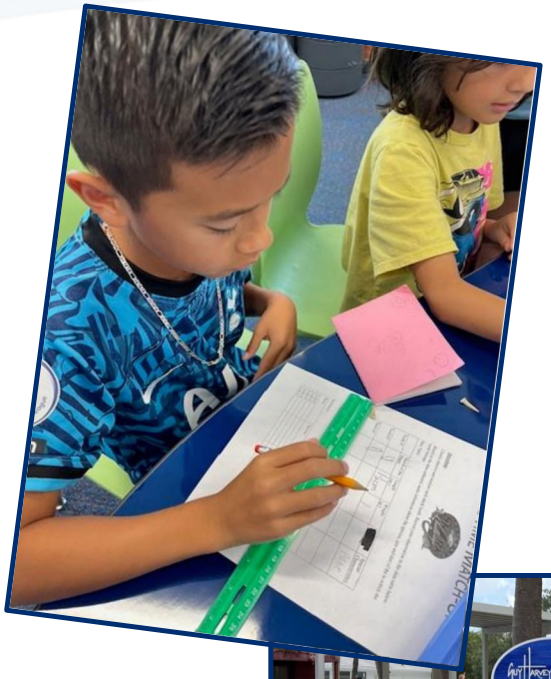
Summer Programs- Statutory Requirement

- Voluntary Pre-Kindergarten (VPK)
  - Samoset Elementary School
- Rising K Summer Program
  - Samoset Elementary School
- Extended School Year (ESY)
  - K-12th Grades
  - Miller and Williams Elementary Schools



Additional Summer Offerings- Elementary

- Title I Camp for Rising K, 1st, and 2nd Graders
  - Includes field trips to:
    - Local restaurants in partnership with Dive Into Reading and Suncoast Campaign for Grade Level Reading
    - Anna Maria Elementary for the Guy Harvey Experience (Rising 2nd Graders)
- Migrant Summer Camp
  - PreK-5th at Myakka Elementary School





Additional Summer Offerings- Elementary

Guy Harvey Summer Camps

- Shark Week for 3rd-5th at King Middle School
- Science at the Beach for K-5th at Anna Maria Elementary School









Additional Summer Offerings- Elementary/Secondary







smARTen Up Camp

- Rising 1st-6th graders at Lee Middle School
- Includes dance, theatre, orchestra, band, and media arts

Additional Summer Offerings- Secondary

- Title I Middle and High School Bridge Programs
- Middle and High School Rapid Recovery
  - Credit Recovery Opportunities
- Migrant Summer Camp
  - 6th-12th Grades at Mona Jain Middle School





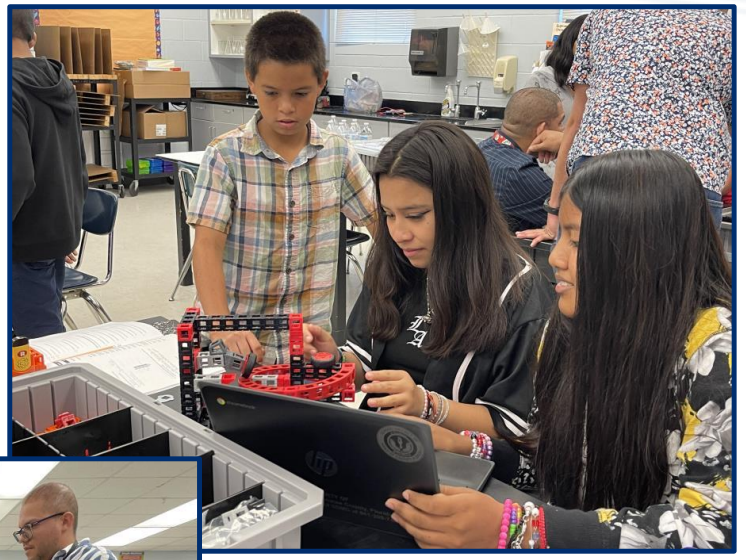


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Additional Summer Offerings- Secondary

Camp Creator

- ELL Coding and Engineering Camp for 6th-8th at Lincoln, Lee, and Mona Jain Middle Schools



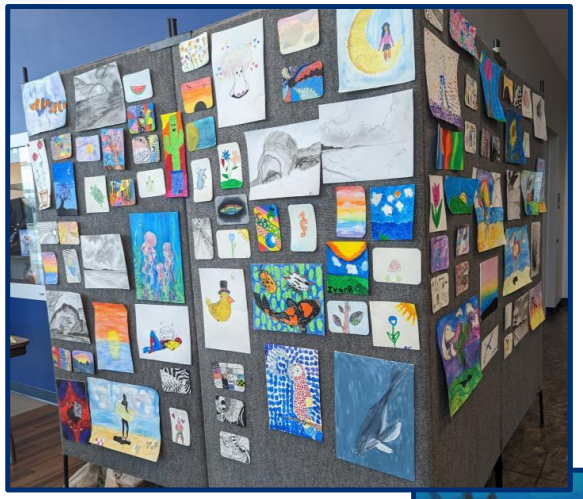




Additional Summer Offerings- Secondary

Visual and Performing Arts Camps (rising 6th-9th)

- Art Camp at Braden River Middle
- Band and Orchestra Camp at Lakewood Ranch High School
- Theater, Dance, and Chorus at Parrish Community High School









Additional Summer Offerings- Secondary

Guy Harvey Summer Camps

- Shark Week for 6th-8th at King Middle School
- Marine Careers for 9th-12th at Manatee High School





Additional Summer Offerings- Secondary

- Drivers Education at Manatee High School
- Career and Post-Secondary Exploration Program
  - 11th and 12th Grades at MTC Main and East Campuses







Timeline for Summer Programs

Date	Action
3/4/24 – 3/15/24	Application Window for Summer Employment
4/8/24 – 4/19/24	Hiring Window for Summer Programs
5/30/24 – 5/31/24	Staff Training for Summer Programs
6/3/24	First Day for Students

- Summer Programs Run Four Days per Week (M-TH)
- All Sites/Programs Closed on Wednesday, June 19th (M-T and TH-F)
- All Sites/Programs Closed the Week of July 1st-5th

Summer Professional Learning

- SDMC Leadership Conference
  - July 17th and 18th
- New Educator Orientation
  - July 23rd-25th
- School Improvement Professional Learning Week
  - July 29th-August 1st







Summer Calendar

June 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Memorial Day	28	29	30 Teacher Training Days for Summer Programs	31	1
2	3 First Day of Summer Programs	4	5	6	7 District Sites Closed (4 Day Work Week)	8
9	10	11	12	13	14 District Sites Closed (4 Day Work Week)	15
16	17	18	19 District Sites Closed for Juneteenth	20	21	22
23	24	25	26	27 Last Day for Title I, ESOL, Migrant Camps	28 District Sites Closed (4 Day Work Week)	29
30	1	NOTES:				

July 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 NO SUMMER PROGRAMS	2	3	4 District Sites Closed- Independence Day	5	6
7	8 Last Week of 3rd Grade Summer Reading Camp	9	10	11	12 District Sites Closed (4 Day Work Week)	13
14	15 Last Week of ESY	16	17 SDMC Leadership Conference	18	19 District Sites Closed (4 Day Work Week)	20
21	22	23 New Educator Orientation Inst. Tech. Rollover	24	25 Summer HS Graduation @ Southeast 6:00 PM	26 District Sites Closed (4 Day Work Week)	27
28	29 Supplemental School Improvement PL Week	30	31 Last Day of VPK	1	2	3
4	5	NOTES:				

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2023-2024
Summer Programs and Professional Learning

School Board Meeting

March 19, 2024

AGENDA ITEM NO. 10.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact)- *Updated March 15, 2024*

Executive Summary
The personnel listed under change of assignments, promotions, reappointments, reassignments, resignations, retirements, suspensions, terminations, and transfers have been recommended by their principal or immediate supervisor to the Superintendent of Schools.

The personnel recommended for appointments for the 2023-2024 school years have been interviewed by administrative staff members and have applications with favorable references on file in the Human Resources Department.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 1
Develop a competitive employee salary schedule to keep and attract the best talent and continue to provide quality customer service to our staff and parents

Ready To Grow | Goal 2
Strengthen our new employee orientation and development program to foster, promote, and retain extraordinary educators and staff

Recommendation
The Superintendent recommends the approval of the appointments, change of assignments, promotions, reappointments, reassignments, resignations, retirements, suspensions, terminations, and transfers. (No Financial Impact)

Financial Impact
There is no financial impact.

Contact
Submitting Department: Human Resources
Initiated By: Richard Bailey

Attachments:
HR Board Material March 19, 2024 updated 3.15.2024

Type		Information/Position/Location	Eff Date
Appointment/Admin			
	Bradford, Tracy	School Psychologist Professional Support Center **Range $63,309-$114,579**	2/20/2024
	Meo, Nicole	Associate Director, ESE Professional Support Center **Range $75,563-$136,141**	4/8/2024
	Murphy, Conlan	Field Technician Southeast High **Range $40,282-$74,203**	3/4/2024
	Wilkinson, Marissa	SED NET Manager Professional Support Center **Range $57,400-$104,321**	2/20/2024
Appointment/Para			
	Acevedo, Alfa	Teacher Aide, ESOL Prine Elementary	2/20/2024
	Arellano, Isabel	Teacher Aide, ESE, One-on-One Haile Middle	2/20/2024
	Belfield, Alexandra	Teacher Aide, ESE, One-on-One Blackburn Elementary	2/20/2024
	Bermudez Oliva, Flavia	Teacher Aide, ES Manatee Elementary	3/4/2024
	Charles-Crowl, Eduardo	Teacher Aide, ES Moody Elementary	2/20/2024
	Cromartie, Kiara	Classroom Sub Lee Middle	3/3/2024
	DeLoach, Taylor	Teacher Aide, ESE, One-on-One Williams Elementary	2/20/2024
	Foley, Tom	Classroom Sub Braden River High	2/20/2024
	Foster, Blake	Teacher Aide, ESE Miller Elementary	2/20/2024
	Greenwald, Deborah	Teacher Aide, ESE, One-on-One	2/20/2024

Type		Information/Position/Location	Eff Date
		Willis Elementary	
	Griswold, Allison	Teacher Aide, ESE Kinnan Elementary	2/20/2024
	Lee, Jeremy	Teacher Aide-11 Mo. Manatee Technical College	3/4/2024
	Lopez Rodriguez, Zuleima	Teacher Aide, MS Sugg Middle	2/20/2024
	McCarter, Victor	Teacher Assistant, MS, ISS Nolan Middle	3/4/2024
	Moore, Bradley	Teacher Aide, ESE Lincoln Middle	2/20/2024
	Persails, Meredith	Classroom Sub Parrish Community High	3/4/2024
	Pineda, Ashley	Teacher Aide, ESE, One-on-One Palmetto Elementary	2/20/2024
	Romero, Guadalupe	Teacher Aide, ESE Oneco Elementary	2/20/2024
	Sabatino, Michael	Teacher Aide, ESE, One-on-One Buffalo Creek Middle	3/4/2024
Appointment/Prof			
Req. 10074	*Allen, Kasie*	Reading Coach, ES Samoset Elementary **M.A. University of Michigan**	2/20/2024
Req. 10173	*Ferrell, Leann*	Fourth Grade Teacher Gullett Elementary **B.S. University of North Dakota**	2/5/2024
Req. 10660	*Jimenez, Katty*	Third Grade Teacher Gullett Elementary **M.S. Fordham University**	2/20/2024
Req. 10548	*Kowtko, Susana*	Second Grade Teacher Daughtrey Elementary **B.S. Remington College**	2/20/2024

Type		Information/Position/Location	Eff Date
Req. 10649	Litgen, Lindsey	Teacher, Mathematics, MS Jain Middle **B.A. University of Iowa**	2/20/2024
Req. 10628	Schwieterman, John	Third Grade Teacher Johnson K-8 **B.A. Wright State University**	3/18/2024
Req. 10576	Yates, Kaitlynn	Teacher, Language Arts, HS Lakewood Ranch High **M.Ed. University of Mississippi**	2/20/2024
Appointment/Supp			
	Ade, Jacquelyn	Senior School Secretary, ES Samoset Elementary	3/4/2024
	Aguero-Medina, Carlos Jose	Custodian 8 Hr. Matzke Support Center	3/4/2024
	Alfaro, Erik	Bus Driver Matzke Support Center	2/20/2024
	Barreto Colina, Maria	Custodian 8 Hr. Blackburn Elementary	2/20/2024
	Baxter, Sonya	Food Service Worker-6 Hr. Lakewood Ranch High	3/4/2024
	Berger, John	Lead Custodian II Lakewood Ranch High	2/20/2024
	Belvin, Josh	Bus Aide Matzke Support Center	3/3/2024
	Brooks, LaQunda	Food Service-5 Hr., Floater Wakeland Support Center	3/4/2024
	Brown, Megan	School Clerical Assistant, 10 Mo. Witt Elementary	3/4/2024
	Campos Colon, Jessica	Food Service-5 Hr., Floater Wakeland Support Center	3/4/2024
	Carnes, Ray	Custodian 8 Hr. Palmetto High	2/20/2024

Type		Information/Position/Location	Eff Date
	Carranza, Ezekiel	Bus Driver Matzke Support Center	3/3/2024
	Castaneda Salinas, Enrique	Food Service-5 Hr., Floater Wakeland Support Center	3/4/2024
	Castellanos Perdomo, Carmen	Custodian 8 Hr. McNeal Elementary	3/4/2024
	Castro, Xiomara	Bus Driver Matzke Support Center	2/18/2024
	Chapman, Bruce	Food Service Worker-6 Hr. Gullett Elementary	3/4/2024
	Cotte Guido, Salin	Food Service-5 Hr., Floater Wakeland Support Center	3/4/2024
	Devereaux, Helen	Secretary, Administration Professional Support Center	2/20/2024
	Dorflinger, Michaela	Video Production Specialist Professional Support Center	2/20/2024
	Durrance, Dianna	Food Service Assistant Manager Parrish Community High	2/20/2024
	Ecker, Kirt	Bus Aide Matzke Support Center	2/20/2024
	Feltman, Eric	Bus Driver Matzke Support Center	3/4/2024
	Funkhouser, Michael	Bus Driver Matzke Support Center	2/20/2024
	Garcia Socarras, Nadiezhda	Custodian 8 Hr. Rogers Garden-Bullock Elementary	2/20/2024
	Garcia, Ruby	Bus Aide Matzke Support Center	2/20/2024
	Gavin, Joyce	Bus Aide Matzke Support Center	2/20/2024

Type		Information/Position/Location	Eff Date
	Gutierrez, Arely	Migrant Education Recruiter Professional Support Center	3/4/2024
	Johnson, Rebekah	Food Service Worker-5 Hr. Bashaw Elementary	3/4/2024
	Kegler, Dale	Custodian 8 Hr. Parrish Community High	3/4/2024
	Laureano, Andreina	Bus Aide Matzke Support Center	2/20/2024
	Leyva Rodriguez, Ania	Custodian 8 Hr. Stewart Elementary	2/20/2024
	Nguyen, Toan	Food Service Worker-5 Hr. Miller Elementary	3/4/2024
	Ortiz, Christina	School Clerical Assistant Southeast High	2/20/2024
	Pacheco, Darrell	Special Equipment Operator Matzke Support Center	2/20/2024
	Pierre-Byrd, Ingrid	Bus Aide Matzke Support Center	2/20/2024
	Rodriguez Torres, Pedro	Custodian 8 Hr. Abel Elementary	2/20/2024
	Skinner, Rex	Bus Driver Matzke Support Center	3/3/2024
	Smith, John	Bus Driver Matzke Support Center	2/20/2024
	Socorro Boscan, Georjanis	Custodian 8 Hr. Samoset Elementary	2/20/2024
	Sosa Lima, Rosa	Food Service Worker-5 Hr. Bayshore Elementary	3/4/2024
	Van Glider, Janet	Admin. Services Specialist Professional Support Center	3/4/2024

Type		*Information/Position/Location*	Eff Date
	Willard, Barbara	Custodian 4 Hr. Manatee Technical College	3/4/2024
Deceased/Prof			
	Catlin, Jenifer	Teacher, Science, HS Southeast High	2/14/2024
Promotion/Admin			Added 3/15/2024
	Goff, Reginald	From: Assistant Dir., Construction Svcs Matzke Support Center To: Director, Construction Svcs. Interim Matzke Support Center	4/1/2024
Resignation during Investigation			
	Jones, Latisha	Guidance Clerk Southeast High	3/2/2024
	Ortiz, Hydalmy	Teacher Aide, ESE Rogers Garden-Bullock Elementary	3/2/2024
Resignation in lieu of Termination			
	Dudczak, Jason	Assistant Principal, MS Jain Middle	3/2/2024
Resignation/Admin			
	Maher, Robert	Data Center Support Engineer School Support Center	3/9/2024
	Ostberg, Monica	Nutrition Specialist Wakeland Support Center	3/7/2024
Resignation/Para			
	Abdul-Ghaffar, Laila	Health Aide Southeast High	2/20/2024
	Breslau, Tania	Teacher Aide, ESE Braden River Elementary	3/2/2024
	Dalnodar, Amanda	Teacher Aide, ES McNeal Elementary	2/7/2024
	Douglas, Charde'ja	Teacher Aide, ESE Ballard Elementary	2/7/2024
	Gibson, Autumn	Teacher Aide, ES Rogers Garden-Bullock Elementary	2/13/2024
	Scarafile, Dianna	Teacher Aide, ESE, One-on-One Harvey Elementary	3/9/2024

Type		Information/Position/Location	Eff Date
	Serafini, James	Classroom Sub Parrish Community High	2/24/2024
	Sloan, Jenna	Teacher Aide, ES Prine Elementary	3/30/2024
	Stickles, Alaina	Teacher Aide, ESE Palm View K-8	2/14/2024
	Thiessen, Tina	Teacher Aide, ESE Rogers Garden-Bullock Elementary	2/28/2024
Resignation/Prof			
	Boswell, Courtney	Third Grade Teacher Willis Elementary	2/6/2024
	Colosia, Alyson	Teacher, Science, MS Johnson K-8	5/24/2024
	DeGiulio, Jessica	Teacher, IND/SC King Middle	3/6/2024
	Garbutt, Erin	Kindergarten Teacher Blackburn Elementary	10/1/2023
	Johnson, Leslie	Kindergarten Teacher Williams Elementary	5/29/2024
	Jones, Tiffany	Teacher, VE Palmetto High	2/27/2024
	Li, Stephanie	Third Grade Teacher Sea Breeze Elementary	5/25/2024
	Ludwig, Kae	Third Grade Teacher Moody Elementary	3/8/2024
	Mcdonald, Jessica	Teacher, Social Studies, MS Jain Middle	5/24/2024
	Nettles, Aaron	Teacher, Language Arts, MS Lincoln Middle	2/24/2024
	Nichols, Austin	Third Grade Teacher Manatee Elementary	2/17/2024

Type		Information/Position/Location	Eff Date
	Ransome, Kasey	Teacher, Hearing Impaired Professional Support Center	3/5/2024
	Russell, Jenna	Third Grade Teacher Palma Sola Elementary	5/25/2024
	Smith, Jennifer	Kindergarten Teacher Mills Elementary	5/23/2024
	Tabachnick, Ashley	Fourth Grade Teacher Bashaw Elementary	5/24/2024
	Weber, Yuliana	Third Grade Teacher Bashaw Elementary	3/1/2024
	Williams, Tali	Kindergarten Teacher Braden River Elementary	2/20/2024
Resignation/Supp			
	Briggs, Porschia	Bus Aide Matzke Support Center	2/29/2024
	Cote, Betty Ann	Food Service-5 Hr., Floater Wakeland Support Center	2/21/2024
	Delgado, Abigail	Custodian 8 Hr. Freedom Elementary	2/13/2024
	Fullerton, Christine	Food Service Worker-5 Hr. Bayshore High	2/27/2024
	Guilmette, Michael	Safety Guardian Matzke Support Center	3/9/2024
	Hall, Gregory	Custodian 8 Hr. McNeal Elementary	2/28/2024
	Huertas, Doris	Custodian 8 Hr. Harvey Elementary	2/24/2024
	Iglesias, Daylin	Food Service Worker-6 Hr. Miller Elementary	3/2/2024
	Navarro, Mirianny	Custodian 8 Hr. Abel Elementary	3/2/2024

Type		Information/Position/Location	Eff Date
	Obsaint, Jean	Bus Aide Matzke Support Center	2/8/2024
	O'Neal, Veronica	Account Specialist, MTC Manatee Technical College	3/23/2024
	Ortiz Abraham, Virginie	Food Service Worker-6 Hr. King Middle	5/25/2024
	Pietri, Geraldine	Guidance Clerk Bayshore High	3/1/2024
	Rumph, Janae	Bus Aide Matzke Support Center	2/10/2024
	Sandeno-Sullivan, Angela	School Registrar I, ES Palm View K-8	3/23/2024
	Walters, Bambi	Cafeteria Manager I, Floater Wakeland Support Center	2/21/2024
	Silas, Parthenia	Food Service Worker-6 Hr. Harvey Elementary	6/1/2024
Retirement/Admin			
	Konieczny, Deborah	School Social Worker - 10 Mo. Professional Support Center **27.60 Years**	8/1/2024
Retirement/Prof			
	Campbell, Kathy	Teacher, Applied Technology Southeast High **21 Years**	5/29/2024
	Cropsy, Mary	Teacher, Reading, MS Jain Middle **12 Years**	5/29/2024
	Jenkins, Nancy	Teacher, STEM Prine Elementary **12 Years**	3/1/2024
	Kemp, Rachel	Teacher, Resource Moody Elementary **2 Years**	5/28/2024

Type		*Information/Position/Location*	Eff Date
	Phillips, Dianne	Teacher, Pre-K Handicapped Williams Elementary **21.20 Years**	5/29/2024
	Turner, Peggy	Kindergarten Teacher Willis Elementary **25.10 Years**	8/7/2024
Retirement/Support			
	Dixon, Nancy	Bus Driver Matzke Support Center **15.79 Years**	2/17/2024
	Carter, William	Special Equipment Operator Matzke Support Center **19.83 Years**	8/1/2024
	Phillips, Mari	School Registrar I, ES Prine Elementary **29.08 Years**	7/13/2024
	Toquica De Ordonez, Martha	Custodian 8 Hr. Braden River High **16.91 Years**	5/25/2024
Termination/Para			
	Guagenti, Nicole	Teacher Aide, ESE, One-on-One Braden River Middle	2/21/2024
Termination/Prof			
	Marquez, Kyoko	Teacher, Art, HS Horizons Academy	2/24/2024
Termination/Support			
	Anderson, Leon	Bus Driver Matzke Support Center	2/28/2024
	Carter, Sara	Cafeteria Manager I, Floater Wakeland Support Center	3/1/2024
	Francisco, Reina	Food Service Worker-5 Hr. Bashaw Elementary	3/1/2024
	Freeman, Danae	Bus Aide Matzke Support Center	2/29/2024
	Jackson, Merita	Bus Aide Matzke Support Center	2/22/2024

Type		Information/Position/Location	Eff Date
	Ramirez, Jocelyn	Bus Driver Matzke Support Center	2/23/2024
Transfer/Admin			
	Domicolo, Danielle	From: Executive Secretary, Admin. School Support Center To: Superintendent Admin. Associate School Support Center	3/20/2024
	Giddens, Dawn	From: FDLRS HR Development Spec. Professional Support Center To: Project Edge Coordinator, MTC Manatee Technical College	3/3/2024
	Viego, Paola	From: Administrative Secretary School Support Center To: Certification Specialist School Support Center	3/4/2024
Transfer/Prof			
	Borges, Jordan	From: Teacher, Physical Education, HS Southeast High To: Teacher, Physical Education, HS Braden River High	3/3/2024
	Daniel, Lori	From: Teacher Assistant, MS, ISS Sugg Middle To: Teacher Assistant, Other Basic Juvenile Detention Center	2/18/2024
	Ebert, Christian	From: Teacher Aide, ESE King Middle To: Teacher, IND/SC King Middle	3/17/2024
	Herron, Prentiss	From: Counselor, HS Bayshore High To: Teacher-Special Assignment Professional Support Center	5/29/2024
	Luther, Shannon	From: Teacher Aide, ESE Braden River High To: Teacher, IND/SC Braden River High	2/18/2024
	Madrigal, Kimberly	From: Assessment & Industry Admin. Manatee Technical College	3/17/2024

Type		Information/Position/Location	Eff Date
		To: Fourth Grade Teacher Freedom Elementary	
Transfer/Support			
	Babb, Jennifer	From: Guidance Clerk Jain Middle To: School Secretary I, 12 Mo. Manatee Technical College Main	3/3/2024
	Cardona Andrade, Ela	From: Custodian 8 Hr. Manatee High To: Custodian 8 Hr. Manatee Elementary	3/3/2024
	Dunca, Georgeta	From: Food Service-5 Hr., Floater Wakeland Support Center To: Food Services Worker-6 Hr. Southeast High	2/18/2024
	Faudoa, Normalinda	From: Guidance Clerk Braden River Middle To: Account Specialist, MTC Manatee Technical College	3/17/2024
	Guadalupe, Virdiana	From: Head Custodian I Palma Sola Elementary To: Teacher Aide, ESOL Southeast High	3/3/2024
	Johnson, Vernice	From: Custodian 8 Hr. Palm View K-8 To: Unassigned Custodian 8 Hr. School Support Center	3/3/2024
	Krayesky, Debra	From: Office Manager Matzke Support Center To: Executive Secretary, Instruc. Curr. Matzke Support Center	2/18/2024
	Monsalve, Jose	From: Custodian 8 Hr. Manatee Technical College To: Painter Matzke Support Center	3/3/2024
	Napoles, Leidiber	From: Custodian 8 Hr. Palma Sola Elementary	3/3/2024

Type		Information/Position/Location	Eff Date
		To: Custodian 8 Hr. Anna Maria Elementary	
	Poindexter Amos, Jenesis	From: Food Service-5 Hr., Floater Wakeland Support Center To: Food Services Worker-5 Hr. Manatee Elementary	3/3/2024
	Ramos, Janice	From: Registrar I Professional Support Center To: Registrar II Professional Support Center	3/3/2024
	Rodriguez, Denise	From: Secretary II Matzke Support Center To: Accounting Clerk II Matzke Support Center	2/18/2024
	Tello, Isabel	From: Senior School Secretary, ES Manatee Elementary To: Guidance Clerk Jain Middle	3/4/2024
	Thomas, Kim	From: Jr. Accountant Professional Support Center To: Senior School Secretary, MS Sugg Middle	2/18/2024
	Vincente, Marcelina	From: Custodian 8 Hr. Professional Support Center To: Head Custodian I School Support Center	3/17/2024

AGENDA ITEM NO. 10.2

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Report of Teachers Out-of-Field Content, Reading, ESOL (English for Speakers of Other Languages), and/or Long-Term Substitutes (No Financial Impact)

Executive Summary
The Out-of-Field Plan for Manatee County Schools provides that teachers are notified of their out-of-field status at the point that their current certification does not meet the required certification for the subject(s) they are teaching. State School Board Rule 6A-1.0503 provides that any out-of-field teacher must be appointed as out-of-field after verifying that an appropriately certified teacher is unavailable. The School Board appointed the attached list of teachers as out-of-field. These teachers can pass the subject area exam or complete a minimum of six semester hours annually toward certification until such time they can pass the test, if applicable.

The Multicultural and Educational Training Advocacy (META) Consent Decree requires that all teachers of English Language Learners (ELLs) receive training in English for Speakers of Other Languages (ESOL) strategies. The required training hours range from 18 to 300 hours and are categorized by the subject in which the teacher gives instruction. Categories are I, II, III, and IV. The category also drives the timeline for completing training hours. Specifics are given to each teacher at the time of hire or when there is a change of assignment. Category I Teachers who are not ESOL Certified or Endorsed must be reported to the Board as out-of-field. The attached list contains the teachers' names that must be reported to the Board.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 1
Develop a competitive employee salary schedule to keep and attract the best talent and continue to provide quality customer service to our staff and parents

Ready To Grow | Goal 2
Strengthen our new employee orientation and development program to foster, promote, and retain extraordinary educators and staff

Recommendation
The Superintendent recommends approval of the report of teachers out-of-field content, reading, ESOL (English for Speakers of Other Languages), and/or long-term substitutes. (No Financial Impact)

Financial Impact
There is no financial impact.

Contact
Submitting Department: Human Resources
Initiated By: Richard Bailey

Attachments:
OOF Content 3.19.2024 BM
OOF ESOL 3.19.2024 BM
OOF Reading 3.19.2024 BM

Out of Field Content 3.19.2024 BM				
EMPLOYEE_NAME	**SCHOOL_DESCR**	**JOB_CODE_DESCR**	**OOF Description**	**Due Date**
Bertrand,Amanda Louise	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 3	5/31/2026
Spence,Jessica J.	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 3	5/31/2026
Murray,Bernatta Dealcia	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2025
Walker,Brandi M.	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2025
Bertrand,Amanda Louise	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 2	5/31/2025
Spence,Jessica J.	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 2	5/31/2025
Hunter,Hannah	Willis Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2025
Woods,Lorraine	Witt Elementary School	Tchr, VE/SC	Elementary Education K-6	5/31/2025
Napoli,Danielle	Bashaw Elementary School	Tchr, Fourth Grade	Elementary Education K-6	2/2/2025
Baxter,Maurice R.	Manatee Elementary School	Tchr, Resource	PreKindergarten/Primary Education PK-3	2/2/2025
Brown,Brittanie	Manatee Elementary School	Tchr, First Grade	Elementary Education K-6	2/2/2025
Badham,Leanne	Gullett Elementary School	Tchr, Third Grade	Elementary Education K-6	1/31/2025
Pernia Guerrero,Jorge	Southeast High School	Tchr, ESOL Resource	English 6-12	1/31/2025
Johnston,Joshua	Jain Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	1/30/2025
Pope,Eleanor S.	Tillman Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	1/30/2025
Giraldo,Lori A.	Horizons Academy	Elementary Teacher	Elementary Education K-6	1/16/2025
Silva,Jaime S	Horizons Academy	Tchr, Mathematics, HS	Mathematics 6-12	1/16/2025
Rodriguez,Maria E.	Daughtrey Elementary School	Tchr, Kindergarten	PreKindergarten/Primary Education PK-3	1/11/2025
Markland,Katherine Luby	Bayshore Elementary School	Tchr, Fourth Grade	Elementary Education K-6	1/8/2025
Lanza,Alys	Sugg Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	1/7/2025
Steffensen,Kira	Daughtrey Elementary School	Tchr, Second Grade	Elementary Education K-6	1/5/2025
Noga,Vjola	King Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	12/19/2024
Bartens,Jennifer Ann	Freedom Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	11/3/2024
Healy,Kelli Randa	Braden River High School	Tchr, Intellctual Disabilities	Elementary Education K-6	11/1/2024
Todaro,Anthony	Parrish Community High School	Tchr, Language Arts, HS	English 6-12	10/29/2024
Birakis,Christina Marie	Haile Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	10/23/2024
Broxson,Shane Alcus	Bayshore High School	Tchr, Mathematics, HS	Mathematics 6-12	10/1/2024
Fallis,Mick	Haile Middle School	Tchr, Language Arts, MS	Middle Grades English 5-9	10/1/2024
Smith,Carleen M.	Manatee Elementary School	Tchr, Kindergarten	Elementary Education K-6	9/22/2024
Gobbo,Gabriella M	Abel Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Gobbo,Gabriella M	Abel Elementary School	Tchr, Pre-K Handicapped	PreKindergarten Disabilities Endorsement	5/31/2024
Murray,Bernatta Dealcia	Access to Education	Tchr, Exceptional Student Educ	Exceptional Student Education K-12	5/31/2024
Walker,Brandi M.	Access to Education	Tchr, Exceptional Student Educ	Exceptional Student Education K-12	5/31/2024
Alfonso,Raymond Vinarao	Ballard Elementary School	Tchr, Autism Spectrum Disorder	Exceptional Student Education K-12	5/31/2024
Cruz De Diego,Maria Jesus	Ballard Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Fitzstephens,Tracey D.	Bashaw Elementary School	Tchr, VE	PreKindergarten/Primary Education PK-3	5/31/2024
BonRose,Kami Lee	Bayshore Elementary School	Tchr, VE/SC	Exceptional Student Education K-12	5/31/2024
Bigler,Cynthia L.	Bayshore High School	Tchr, Physical Educ, HS	Physical Education K-12	5/31/2024
Broxterman,Nicole Tadea	Bayshore High School	Tchr, Science, HS	Middle Grades General Science 5-9	5/31/2024
Montone,Daniel Bryan	Bayshore High School	Tchr, Mathematics, HS	Mathematics 6-12	5/31/2024
Rupp,Michael	Bayshore High School	Tchr, Mathematics, HS	Middle Grades Mathematics 5-9	5/31/2024
Frank,Anna	Blackburn Elementary School	Tchr, VE	Elementary Education K-6	5/31/2024
Miller,Joseph Levi	Blackburn Elementary School	Tchr, Kindergarten	Elementary Education K-6	5/31/2024
Serrano,Theresa	Blackburn Elementary School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Walker,Amanda	Blackburn Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Pena,Alexandra	Braden River Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Kelly,Marilyn E.	Braden River High School	Tchr, Art, HS	Art K-12	5/31/2024
Reeves,Zachary	Braden River High School	Tchr, VE	Elementary Education K-6	5/31/2024
Swales,Cynthia Ann	Braden River High School	Tchr, VE	Middle Grades Mathematics 5-9	5/31/2024
Day,Christina Lynn	Braden River Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades Mathematics 5-9	5/31/2024
Lamaitis,Erin	Braden River Middle School	Spec, Media, MS	Middle Grades English 5-9	5/31/2024
Malcomb,Allison	Buffalo Creek Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	5/31/2024
Karlsson,Lisbeth	Daughtrey Elementary School	Tchr, Second Grade	Elementary Education K-6	5/31/2024
Kennedy,Charles Arthur	Daughtrey Elementary School	Tchr, Physical Educ, ES	Music K-12	5/31/2024
Nozell,Susan Elizabeth	Daughtrey Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Bragg,William E	Haile Middle School	Tchr, World Language, MS	World Language – Spanish K-12	5/31/2024
Fauchier-Johnson,Angela Brooke	Haile Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	5/31/2024
Henry,Sylvie Gabrielle	Haile Middle School	Tchr, Language Arts, MS	Middle Grades English 5-9	5/31/2024
Brown,Janice	Harvey Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Ferris,Laura	Horizons Academy	Tchr, Other Classroom	Exceptional Student Education K-12	5/31/2024
Bronson,Jeffrey H.	Johnson K-8 Sch of Int Studies	Tchr, Technology	Engineering and Technology Education	5/31/2024
Sabo,Benjamin Thomas	Johnson K-8 Sch of Int Studies	Tchr, Technology	Business Education 6-12	5/31/2024
Galati,Natasha	King Middle School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024

Galloza,Jezlyn M	Kinnan Elementary School	Tchr, Fourth Grade	Elementary Education K-6	5/31/2024
Martinez,Diana Rose Supnad	Kinnan Elementary School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Williams,Ashley irene	Kinnan Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Bourdeau,Karen Marie	Lee Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Jones III,Sammie Lee	Lee Middle School	Tchr, VE	Exceptional Student Education K-12	5/31/2024
Mullins,Ryan Alexander	Lee Middle School	Tchr, Resource	Middle Grades General Science 5-9	5/31/2024
Neuman,Belen Jacqueline	Lee Middle School	Tchr, World Language, MS	Readinbg K-12	5/31/2024
Davis,Andrea	Lincoln Memorial Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Hall,Brianna D	Lincoln Memorial Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Delgado,Edmundo A.	Manatee Elementary School	Tchr, Third Grade	Elementary Education K-6	5/31/2024
Powley Link,Melissa Anne	Manatee High School	Tchr, Applied Technology	Business Education 6-12	5/31/2024
Long,Benjamin R.	Manatee Technical College	Tchr, Industrial Education	Business Education 6-12	5/31/2024
Bertrand,Amanda Louise	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 1	5/31/2024
Spence,Jessica J.	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 1	5/31/2024
Greene,Kristin Steele Inderwiesen	Moody Elementary School	Tchr, Music, ES	Elementary Education K-6	5/31/2024
Korschun,Martha	Moody Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Pintozzi,Cassidy Marie	Moody Elementary School	Tchr, Second Grade	Middle Grades English 5-9	5/31/2024
Rivero,Luis Alan	Oneco Elementary School	Tchr, Physical Educ, ES	Physical Education K-12	5/31/2024
Simmons,Brittany Nicole	Oneco Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Hrubes,Jill	Palmetto Elementary School	Tchr, Pre-K Handicapped	Autism Endorsement Year 1	5/31/2024
Hrubes,Jill	Palmetto Elementary School	Tchr, Pre-K Handicapped	Autism Endorsement Year 2	5/31/2024
Miller,Melanie A.	Palmetto Elementary School	Librarian / Media Spclst, ES	Educational Media Specialist PK-12	5/31/2024
Narvaez,Cristina	Palmetto Elementary School	Tchr, Autism Spectrum Disorder	Autism Endorsement Year 2	5/31/2024
Barco,Adriana	Palmetto High School	Tchr, World Language, HS	World Language – Spanish K-12	5/31/2024
Corn,Samantha	Palmetto High School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Freeman,Cynthia S.	Palmetto High School	Tchr, Reading, HS	English 6-12	5/31/2024
Golphin,Richard Edward	Palmetto High School	Tchr, Technology	Business Education 6-12	5/31/2024
Johnson,Mackenzie Taylor	Palmetto High School	Tchr, Mathematics, HS	Middle Grades Mathematics 5-9	5/31/2024
Lang,Mackenzie	Palmetto High School	Tchr, Language Arts, HS	English 6-12	5/31/2024
Townson,Taylor	Palmetto High School	Tchr, Language Arts, HS	English 6-12	5/31/2024
Braun,Natalie Mary	Parrish Community High School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Mentzer III,John Raymond	Parrish Community High School	Tchr, Social Studies, HS	Social Science 6-12	5/31/2024
Burga Perez,Bruno	Rogers Garden-Bullock ES	Tchr, First Grade	Elementary Education K-6	5/31/2024
Rush,Cynthia Lee	Rogers Garden-Bullock ES	Tchr, PI, VE	Mathematics 6-12	5/31/2024
White,Charlie A.	Rogers Garden-Bullock ES	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Hermann,Mark L	Sable Acad Behavioral Learning	Tchr, VE/SC	Elementary Education K-6	5/31/2024
Jackson,Maxine Lee	Sable Acad Behavioral Learning	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2024
Maloney,Charisse	Sable Acad Behavioral Learning	Elementary Teacher	Elementary Education K-6	5/31/2024
Denny,Rachel Louise	Samoset Elementary School	Tchr, Fourth Grade	Elementary Education K-6	5/31/2024
DiStefano,Anthony	Samoset Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Collins,Alison	Sea Breeze Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Michael,Jessica	Sea Breeze Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Capalit,Ross Ann	Southeast High School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Koka,Kiranmai	Southeast High School	Tchr, Mathematics, HS	Mathematics 6-12	5/31/2024
Smith,Anthony Charles	Southeast High School	Tchr, Mathematics, HS	Mathematics 6-12	5/31/2024
Samuels,Robert	Sugg Middle School	Tchr, Technology	Business Education 6-12	5/31/2024
Alimon,Jezreel Kim	Tillman Elementary School	Tchr, Autism Spectrum Disorder	Exceptional Student Education K-12	5/31/2024
Leupold,Jonathan	Tillman Elementary School	Tchr, Fourth Grade	Elementary Education K-6	5/31/2024
Shimmell,Mercedes	Tillman Elementary School	Tchr, Kindergarten	Elementary Education K-6	5/31/2024
Burke,Catherine A.	Witt Elementary School	Tchr, Fifth Grade	Exceptional Student Education K-12	5/31/2024
Woods,Lorraine	Witt Elementary School	Tchr, VE/SC	Exceptional Student Education K-12	5/31/2024
Simpson,Nickesha Natalee	Moody Elementary School	Tchr, Emotion/Behavr Disabil	Elementary Education K-6	5/1/2024
Goodhue,Susan	Willis Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	3/21/2024
Fernandez,Lesly	Buffalo Creek Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	2/29/2024
Clark,Robert Dylan	Parrish Community High School	Tchr, Physical Educ, HS	Visually Impaired K-12	2/22/2024
Armer,Harry	King Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9	2/8/2024
Hunter,Stephanie	Bashaw Elementary School	Tchr, VE/SC	Elementary Education K-6	2/6/2024
Drake,Donnalyn	Lincoln Memorial Middle School	Tchr, Reading, MS	Middle Grades English 5-9	2/6/2024
DeCicco,Anthony	Manatee High School	Tchr, Dropout Prevention, HS	Health K-12	2/6/2024
Von Versen,Vanessa	Blackburn Elementary School	Tchr, Second Grade	Elementary Education K-6	2/5/2024
Braendel,Patricia C	Prine Elementary School	Tchr, VE/SC	Elementary Education K-6	2/5/2024
Thomas,Sheree A.	Lee Middle School	Reading Coach, MS	Middle Grades English 5-9	2/2/2024
Keen,Christine N.	Myakka Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	2/2/2024
Lovin,Tara Williams	Daughtrey Elementary School	Tchr, VE/SC	Elementary Education K-6	2/1/2024
Altes,Amanda Jade	Moody Elementary School	Tchr, Fourth Grade	Elementary Education K-6	1/24/2024
McNear,Koral	Tillman Elementary School	Tchr, Second Grade	Elementary Education K-6	1/22/2024

Pavon,Ana Gabriela	Williams Elementary School	Tchr, VE/SC	Educational Media Specialist PK-12	1/17/2024
Thompson,Sherryce	Blackburn Elementary School	Tchr, First Grade	Elementary Education K-6	1/9/2024
Franco Rengifo,Valentina	Bashaw Elementary School	Tchr, Kindergarten	Elementary Education K-6	1/8/2024
Broom,Sara Anne	Prine Elementary School	Tchr, Combination, ES Grds	Elementary Education K-6	12/21/2023
Noga,Vjola	King Middle School	Tchr, Intellctual Disabilities	Exceptional Student Education K-12	12/19/2023
Hodge,Toni Ann	Willis Elementary School	Tchr, Fourth Grade	Autism Endorsement Year 2	12/13/2023
Miller,Craig Louis	King Middle School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	11/28/2023
Ralston,Emily	Lincoln Memorial Middle School	Tchr, Agriculture/Nat Resrcs	Middle Grades Mathematics 5-9	11/28/2023
Price,Kavious D	Manatee High School	Tchr, Physical Educ, HS	Exceptional Student Education K-12	11/28/2023
Masterson,Teresa A	McNeal Elementary School	Tchr, VE/SC	PreKindergarten Disabilities Endorsement	11/28/2023
Braun,Natalie Mary	Parrish Community High School	Tchr, Intellctual Disabilities	Exceptional Student Education K-12	11/28/2023
Cray,Laura	Tara Elementary School	Tchr, Emotion/Behavr Disabil	Elementary Education K-6	11/22/2023
Velez,Arlene	Kinnan Elementary School	Specialist, Student Support	Gifted Endorsement Class 3	11/1/2023
Patton-Roark,Bruce Kerry	Manatee Elementary School	Tchr, Second Grade	Elementary Education K-6	10/31/2023
Esposito,Juliette	Parrish Community High School	Tchr, Intellctual Disabilities	Elementary Education K-6	10/30/2023
Riggio,Joseph M	Johnson K-8 Sch of Int Studies	Tchr, Physical Educ, ES	Elementary Education K-6	10/22/2023
McGill,Kasey	Parrish Community High School	Tchr, VE	Exceptional Student Education K-12	10/16/2023
Fenton,Michelle S. Cogswell	Harvey Elementary School	Tchr, VE/SC	Exceptional Student Education K-12	10/14/2023
Rostampour,Michael Maziar	Bayshore Elementary School	Tchr, Fourth Grade	Elementary Education K-6	10/5/2023
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Health K-12	10/4/2023
Lejarzar,Gary Wayne	Tillman Elementary School	Tchr, Combination, ES Grds	Elementary Education K-6	10/4/2023
Dykes,Corinne D	Horizons Academy	Tchr, Dropout Prevention, HS	Art K-12	10/2/2023
Dykes,Corinne D	Horizons Academy	Tchr, Dropout Prevention, HS	Elementary Education K-6	10/2/2023
Dykes,Corinne D	Horizons Academy	Tchr, Dropout Prevention, HS	Mathematics 6-12	10/2/2023
Dejneka,Ulyana Bushnell	Bayshore High School	Tchr, ESOL Resource	Art K-12	5/31/2023
Pena,Alexandra	Braden River Elementary School	Tchr, Autism Spectrum Disorder	Autism Endorsement Year 2	5/31/2023
Daly,Stefania D.	Buffalo Creek Middle School	Specialist, Student Support	Business Education 6-12	5/31/2023
James,Kaitlyn	Daughtrey Elementary School	Tchr, Art, ES	Elementary Education K-6	5/31/2023
Bock,Jessie Rey	Gullett Elementary School	Tchr, Second Grade	Elementary Education K-6	5/31/2023
McMahon,Nicole E	Jain Middle School	Tchr, Other Classroom	PreKindergarten/Primary Education PK-3	5/31/2023
Couvertier Mojica,Martha	Manatee Elementary School	Tchr, VE/SC	Elementary Education K-6	5/31/2023
Hamilton,Sabrina	Manatee Elementary School	Tchr, Fourth Grade	Elementary Education K-6	5/31/2023
Mendez,Jessica	Manatee Elementary School	Tchr, Pre-K	Exceptional Student Education K-12	5/31/2023
Negroni,Ivette	Manatee Elementary School	Tchr, Kindergarten	Exceptional Student Education K-12	5/31/2023
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades Social Science 5-9	5/31/2023
Lawlor,Whitney	Mills Elementary School	Tchr, Pre-K Handicapped	Autism Endorsement Year 2	5/31/2023
Byrd,Angelik M	Moody Elementary School	Tchr, Physical Educ, ES	Exceptional Student Education K-12	5/31/2023
Grant,Kimberly A.	Moody Elementary School	Tchr, Fourth Grade	Music K-12	5/31/2023
Fishman,Farrah	Oneco Elementary School	Tchr, Third Grade	Elementary Education K-6	5/31/2023
Henriquez Mendoza,Daniela L	Palmetto Elementary School	Tchr, Dual Language, ES	PreKindergarten/Primary Education PK-3	5/31/2023
Hrubes,Jill	Palmetto Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2023
Kozuch,Samantha	Palmetto High School	Tchr, Physical Educ, HS	Health K-12	5/31/2023
CARDER,ARIADNE	Rogers Garden-Bullock ES	Tchr, Kindergarten	World Language – Spanish K-12	5/31/2023
Zuluaga,Diana	Rogers Garden-Bullock ES	Tchr, Second Grade	Elementary Education K-6	5/31/2023
DiStefano,Anthony	Samoset Elementary School	Tchr, Fifth Grade	Middle Grades General Science 5-9	5/31/2023
Epstein,Nancy	Southeast High School	Tchr, Social Studies, HS	Readinbg K-12	5/31/2023
McGarry,Hunter	Tillman Elementary School	Tchr, VE	Autism Endorsement Year 2	5/31/2023
Buchek,Tiffany Brea	Braden River Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	2/28/2023
Byrd,Angelik M	Moody Elementary School	Tchr, Physical Educ, ES	Elementary Education K-6	2/9/2023
Ansbro,Emily	Palmetto High School	Tchr, Language Arts, HS	English 6-12	2/7/2023
Coleman,Brittney M	Tara Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	2/7/2023
Garner,Alex Galen	Palmetto High School	Tchr, Technology	Mathematics 6-12	1/10/2023
Garner,Alex Galen	Palmetto High School	Tchr, Technology	Business Education 6-12	1/10/2023
Nolin,Suzanne	Lakewood Ranch High School	Tchr, Intellctual Disabilities	Elementary Education K-6	12/13/2022
Hodge,Toni Ann	Willis Elementary School	Tchr, Fourth Grade	Autism Endorsement Year 1	12/13/2022
Diss,Amy	Braden River Middle School	Tchr, Family & Cnsumr Sciences	Middle Grades Mathematics 5-9	11/29/2022
Nueva,Abigail Salazar	Miller Elementary School	Tchr, VE/SC	Elementary Education K-6	11/21/2022
Franklin,Katrina N.	Manatee Elementary School	Tchr, Third Grade	Elementary Education K-6	11/1/2022
Day,Christina Lynn	Braden River Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades General Science 5-9	10/16/2022
Sabo,Benjamin Thomas	Johnson K-8 Sch of Int Studies	Tchr, Technology	Engineering and Technology Education	10/11/2022
Murphy,Jack R	Buffalo Creek Middle School	Tchr, Social Studies, MS	Social Science 6-12	10/7/2022
Boyd,Stephanie	Jain Middle School	Tchr, Social Studies, MS	Middle Grades English 5-9	10/5/2022
Miller,Angela Glenda	Tillman Elementary School	Tchr, VE/SC	Autism Endorsement Year 2	10/5/2022
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Earth-Space Science 6-12	10/4/2022
Jones,Cary Leigh	Parrish Community High School	Tchr, Technology	Exceptional Student Education K-12	10/4/2022
Wilson,Lynndsey	Sugg Middle School	Tchr, VE	Middle Grades General Science 5-9	10/3/2022

Dickens,Heather Jean	Bashaw Elementary School	Tchr, Kindergarten	PreKindergarten/Primary Education PK-3	9/30/2022
Dorman,Brianne	Sea Breeze Elementary School	Tchr, First Grade	Exceptional Student Education K-12	9/15/2022
Shreve,Heather	Rogers Garden-Bullock ES	Tchr, Physical Educ, ES	Elementary Education K-6	9/13/2022
Phillips,Dianne J.	Williams Elementary School	Tchr, Pre-K Handicapped	Elementary Education K-6	8/1/2022
Morris,Barbara	Horizons Academy	Tchr, Social Studies, HS	Exceptional Student Education K-12	6/30/2022
Artis,Heather E.	Abel Elementary School	Tchr, Kindergarten	Exceptional Student Education K-12	5/31/2022
Rainey,Kharma Rae	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2022
Calcorzi,Angel A.	Bayshore Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2022
Bennett,Robert C.	Bayshore High School	Tchr, VE	Autism Endorsement Year 2	5/31/2022
Baity,Reggie	Blackburn Elementary School	Specialist, Student Support	Elementary Education K-6	5/31/2022
Dowling,Jennifer	Braden River Middle School	Tchr, Mathematics, MS	Elementary Education K-6	5/31/2022
Wright,Kimberly	Horizons Academy	Tchr, Resource	Mathematics 6-12	5/31/2022
Gardner,Kelly Sanford	Lakewood Ranch High School	Tchr, Autism Spectrum Disorder	Autism Endorsement Year 2	5/31/2022
Luther,Latece R.	Lincoln Memorial Middle School	Tchr, Physical Educ, MS	Exceptional Student Education K-12	5/31/2022
Reynolds,Jennifer L.	Manatee High School	Tchr, Science, HS	Gifted Endorsement Class 3	5/31/2022
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades General Science 5-9	5/31/2022
Walton,Ronald J.	Moody Elementary School	Specialist, Student Support	Elementary Education K-6	5/31/2022
Pippin,Tami Lynn	Palm View K-8 School	Tchr, VE	Autism Endorsement Year 2	5/31/2022
Webb,Jim H	Palmetto High School	Tchr, Dropout Prevention, HS	Social Science 6-12	5/31/2022
Cummins,Kristy Lynne	Parrish Community High School	Tchr, Emotion/Behavr Disabil	Exceptional Student Education K-12	5/31/2022
Hudson,Le' Nora Lateisha	Rogers Garden-Bullock ES	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2022
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Kindergarten	Elementary Education K-6	5/31/2022
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Kindergarten	Exceptional Student Education K-12	5/31/2022
Benjoud,Omar	Southeast High School	Tchr, VE	Exceptional Student Education K-12	5/31/2022
McDaniel,Lauren A.	Tara Elementary School	Tchr, Second Grade	Educational Media Specialist PK-12	5/31/2022
McGarry,Hunter	Tillman Elementary School	Tchr, VE	Elementary Education K-6	5/31/2022
McGarry,Hunter	Tillman Elementary School	Tchr, VE	Autism Endorsement Year 1	5/31/2022
John,Melissa K.	Williams Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	5/31/2022
Hodge,Doni E.	Daughtrey Elementary School	Tchr, First Grade	Educational Media Specialist PK-12	5/1/2022
Storm,Megan	Lakewood Ranch High School	Tchr, Intellctual Disabilities	Elementary Education K-6	2/12/2022
Kennedy,Ryan M.	Parrish Community High School	Tchr, VE	English 6-12	2/12/2022
Childers,Kelly L.	Bayshore High School	Tchr, VE	Art K-12	1/21/2022
Childers,Kelly L.	Bayshore High School	Tchr, VE	Elementary Education K-6	1/21/2022
Westendorf,Michelle S.	Miller Elementary School	Tchr, First Grade	Exceptional Student Education K-12	1/11/2022
Hammer,Lisa	Bayshore Elementary School	Tchr, First Grade	Educational Media Specialist PK-12	1/10/2022
Hammer,Lisa	Bayshore Elementary School	Tchr, First Grade	Elementary Education K-6	1/10/2022
Mauk,Kyle	Tillman Elementary School	Tchr, Physical Educ, ES	Exceptional Student Education K-12	12/2/2021
Van Serke,Kelly D.	Buffalo Creek Middle School	Spec, Media, MS	Engineering and Technology Education	10/28/2021
Ortiz,Joan P.	Nolan Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	10/21/2021
Siegel,Kristin M.	Parrish Community High School	Tchr, Other Classroom	Biology 6-12	10/19/2021
Corbett,Brooke E.	Palmetto High School	Tchr, Other Classroom	World Language – Spanish K-12	10/11/2021
Guth,Andrea	Kinnan Elementary School	Tchr, Kindergarten	Elementary Education K-6	10/8/2021
Searls,Darvin L.	Southeast High School	Tchr, Other Classroom	Exceptional Student Education K-12	10/8/2021
Miller,Angela Glenda	Tillman Elementary School	Tchr, VE/SC	Autism Endorsement Year 1	10/5/2021
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	English 6-12	10/4/2021
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Mathematics 6-12	10/4/2021
Wilson,Lynndsey	Sugg Middle School	Tchr, VE	Middle Grades English 5-9	10/3/2021
Matyasi,Matthew	Johnson K-8 Sch of Int Studies	Tchr, Science, MS	Middle Grades General Science 5-9	10/2/2021
Callihan,Amanda Lynn	Jain Middle School	Counselor MS	Middle Grades English 5-9	9/30/2021
Boardman,Kerri	Braden River Elementary School	Tchr, VE/SC	Elementary Education K-6	9/27/2021
Pollack Servoss,Fay K.	Rogers Garden-Bullock ES	Librarian / Media Spclst, ES	Middle Grades General Science 5-9	9/24/2021
Forero,Emily T	Gullett Elementary School	Tchr, Third Grade	Elementary Education K-6	9/22/2021
Cobb,Sylvia A.	Buffalo Creek Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	9/10/2021
Fraley,Leah Nicole	Bayshore Elementary School	Tchr, Kindergarten	Autism Endorsement Year 2	5/31/2021
Munive,Daniel A	Bayshore Elementary School	Tchr, Third Grade	Exceptional Student Education K-12	5/31/2021
Bennett,Robert C.	Bayshore High School	Tchr, VE	Elementary Education K-6	5/31/2021
Bennett,Robert C.	Bayshore High School	Tchr, VE	Autism Endorsement Year 1	5/31/2021
Neathery,Michele E.	Bayshore High School	Tchr, Reading, HS	English 6-12	5/31/2021
Routhier,Charles F.	Bayshore High School	Tchr, Business Technology	Business Education 6-12	5/31/2021
McIntosh,Maria Gabriela- Ramirez	Braden River Elementary School	Tchr, Dual Language, ES	Elementary Education K-6	5/31/2021
Vasquez,Andrea C	Braden River High School	Tchr, World Language, HS	Elementary Education K-6	5/31/2021
Reeves,Patricia	Braden River Middle School	Tchr, Social Studies, MS	Middle Grades Mathematics 5-9	5/31/2021
Keats,Michelle	Freedom Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	5/31/2021
Gibson,Joseph W.	Haile Middle School	Tchr, Art, MS	Engineering and Technology Education	5/31/2021
Ngo,Jacqueline L	Johnson K-8 Sch of Int Studies	Tchr, First Grade	World Language – Spanish K-12	5/31/2021
Cushing,Katelyn	Lincoln Memorial Middle School	Tchr, Resource	Exceptional Student Education K-12	5/31/2021

Bracciano,Kathryn E	Manatee High School	Tchr, Science, HS	Middle Grades General Science 5-9	5/31/2021
Egyed,Peter P.	Manatee High School	Tchr, Autism Spectrum Disorder	Art K-12	5/31/2021
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades Mathematics 5-9	5/31/2021
Vonseggern,Byron	Nolan Middle School	Tchr, Science, MS	Exceptional Student Education K-12	5/31/2021
Perez,Brenda M	Oneco Elementary School	Tchr, Second Grade	Educational Media Specialist PK-12	5/31/2021
Greene,Caitlyn J	Parrish Community High School	Tchr, Agriculture/Nat Resrcs	Middle Grades General Science 5-9	5/31/2021
Rosario,Wilfredo	Sable Acad Behavioral Learning	Tchr, Physical Educ, MS	Exceptional Student Education K-12	5/31/2021
Brydson,Raynard E.	Sea Breeze Elementary School	Specialist, Student Support	Elementary Education K-6	5/31/2021
Muntz,Steve Marshall	Southeast High School	Tchr, Other Classroom	Mathematics 6-12	5/31/2021
Swinkels,Katherine	Southeast High School	Tchr, Science, HS	Middle Grades General Science 5-9	5/31/2021
Martinez,Stephanie Lynn	Willis Elementary School	Tchr, VE/SC	Exceptional Student Education K-12	5/31/2021
Steinberg,Brittney S	Bayshore Elementary School	Tchr, First Grade	Autism Endorsement Year 2	5/1/2021
Highley,Tamara J.	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	2/7/2021
Brust,Doris	Lincoln Memorial Middle School	Tchr, Emotion/Behavr Disabil	Art K-12	2/7/2021
Tate,Deonta	Palmetto High School	Tchr, TV Production	Art K-12	1/6/2021
Van Zandt,Mary Beth	Tara Elementary School	Tchr, VE	Elementary Education K-6	1/6/2021
Henry,Louis Gerol	Lakewood Ranch High School	Tchr, World Language, HS	Middle Grades Mathematics 5-9	1/3/2021
Mauk,Kyle	Tillman Elementary School	Tchr, Physical Educ, ES	Elementary Education K-6	12/2/2020
Blank,Christopher	Lakewood Ranch High School	Tchr, Health, HS	Middle Grades General Science 5-9	10/31/2020
Paravicini,Scott F.	Lakewood Ranch High School	Tchr, Physical Educ, HS	Mathematics 6-12	10/31/2020
Wilson,Lynndsey	Sugg Middle School	Tchr, VE	Middle Grades Mathematics 5-9	10/23/2020
Bishop,Meghan Kathleen	Southeast High School	Coordinator, IB	Middle Grades General Science 5-9	10/7/2020
Koehlinger,Melissa A.	Lakewood Ranch High School	Tchr, Intellctual Disabilities	Elementary Education K-6	10/3/2020
Wilson,Lynndsey	Sugg Middle School	Tchr, VE	Middle Grades Social Science 5-9	10/3/2020
Timmons,Brett W.	Southeast High School	Tchr, Other Classroom	English 6-12	9/18/2020
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades English 5-9	6/10/2020
Fraley,Leah Nicole	Bayshore Elementary School	Tchr, Kindergarten	Autism Endorsement Year 1	5/31/2020
Huffman,Julia Marie	Rogers Garden-Bullock ES	Tchr, Third Grade	Elementary Education K-6	5/31/2020
Goodyear,Calaina R	Sugg Middle School	Tchr, Social Studies, MS	Exceptional Student Education K-12	5/31/2020
Devlin,Brittany	Jain Middle School	Tchr, Science, MS	Gifted Endorsement Class 2	5/30/2020
Balsai,Gina Maria	Samoset Elementary School	Tchr, Pre-K Handicapped	PreKindergarten Disabilities Endorsement	5/30/2020
Steinberg,Brittney S	Bayshore Elementary School	Tchr, First Grade	Autism Endorsement Year 1	5/1/2020
Mainer,Angela K	Braden River Middle School	Specialist, Student Support	Elementary Education K-6	5/1/2020
Bailey,Beth	ESE	Tchr, Hearing Impaired	Elementary Education K-6	5/1/2020
Bailey,Beth	ESE	Tchr, Hearing Impaired	Exceptional Student Education K-12	5/1/2020
Martin,Roderick	Palmetto High School	Tchr, Mathematics, HS	Mathematics 6-12	3/5/2020
VanCleave,Kristen F.	Samoset Elementary School	Counselor ES	Elementary Education K-6	2/15/2020
Durocher,Christy A.	Lincoln Memorial Middle School	Tchr, Mathematics, MS	Exceptional Student Education K-12	2/14/2020
Clark,Christy	Adult Career and Tech Educ	Tchr-Spcl Assgn,Basic Instruct	Engineering and Technology Education	1/8/2020
Cruz,Marilyn	Mills Elementary School	Tchr, Pre-K Handicapped	Elementary Education K-6	11/5/2019
Woughter,Cari	Manatee Elementary School	Tchr, Fifth Grade	PreKindergarten Disabilities Endorsement	10/19/2019
Garrity,Patrick	King Middle School	Tchr, Dropout Prevention, MS	Business Education 6-12	10/15/2019
Williams,Roshun N.	Lee Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades Mathematics 5-9	10/12/2019
Williams,Roshun N.	Lee Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades General Science 5-9	10/12/2019
Williams,Roshun N.	Lee Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades Social Science 5-9	10/12/2019
Strom,Cary R	Sugg Middle School	Tchr, Dropout Prevention, MS	English 6-12	10/7/2019
Yueng-Nieves,Kathryn Paula	Freedom Elementary School	Tchr, Pre-K Integrated	Elementary Education K-6	10/5/2019
King,Christopher T.	Haile Middle School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	10/3/2019
Silva,John L.	Bayshore High School	Tchr, Science, HS	Middle Grades General Science 5-9	5/31/2019
Greene,Nailah D.	Johnson K-8 Sch of Int Studies	Tchr, First Grade	Elementary Education K-6	5/31/2019
Fearon,Victoria A.	Palm View K-8 School	Tchr, Language Arts, MS	Elementary Education K-6	5/31/2019
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Social Science 6-12	5/31/2019
Timmons,Brett W.	Southeast High School	Tchr, Other Classroom	Middle Grades General Science 5-9	9/18/2018
Williams,Tara	Braden River Middle School	Tchr, VE	Social Science 6-12	9/5/2018
Henderson,Deanna	Parrish Community High School	Tchr, Science, HS	Social Science 6-12	9/5/2018
Mercado,Giovanna	Daughtrey Elementary School	Tchr, Kindergarten	PreKindergarten/Primary Education PK-3	7/13/2018
Frech,Aaron	King Middle School	Tchr, Technology	Elementary Education K-6	6/30/2018

OOF ESOL 3.19.2024 BM				
EMPLOYEE_NAME	**SCHOOL_DESCR**	**JOB_CODE_DESCR**	**OOF Description**	**Due Date**
King,Jennifer Anne	Abel Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2025
Villa,Courtney Raye	Abel Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Clark,David	Bashaw Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Cuda,Brittany	Bashaw Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Wilds,Wanda Sue	Bashaw Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Duba,Arlene Mag-Aso	Bayshore Elementary School	Tchr, Emotion/Behavr Disabil	ESOL End. Class 1	8/1/2025
Ketchum,Kelsey Ann	Bayshore Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Nichols,Elizabeth Nicole	Bayshore Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Capellan,Maria Margarita	Blackburn Elementary School	Tchr, Intellctual Disabilities	ESOL End. Class 1	8/1/2025
Fostin,Ashley	Blackburn Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Alexander,Katherine	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Duball,Cheri	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Duncan,William	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Atunrase,Keaira	Daughtrey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Corbett,Katrena Lynn	Daughtrey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Grundy,Molly	Daughtrey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Simmons,Solanges	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Wieland,Catherine Amanda	Daughtrey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
McWhorter,Mary Emmaline	Harvey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
David,Kimberly	Jain Middle School	Tchr, Reading, MS	ESOL End. Class 1	8/1/2025
Pendzimaz,Kelsye Jean	Kinnan Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Snyder,Stephanie Michelle	Kinnan Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2025
Mathis,Holly L.	Lee Middle School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2025
Mercado,Mary Flor Arenas	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2025
Carson,Camrynn	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Casey,Matthew	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Eurich Plevin,Elizabeth	Miller Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Raber,Jillisa	Miller Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Couey,Kristah Elizabeth	Moody Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2025
Huggins,Madison	Moody Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Sidnam,Jessica Sunshine	Moody Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Trautner,Tracy	Moody Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Zavala,Karina	Myakka Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Comuzzi,Gina M	Oneco Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Cunningham,Jolissa	Oneco Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Lewis,Leanna May	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Palero,Blessyl Herrera	Oneco Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Gleason,Olivia	Palm View K-8 School	Tchr, Dropout Prevention, MS	ESOL End. Class 1	8/1/2025
McCaw,Kelsey	Palm View K-8 School	Teacher, Other Classroom	ESOL End. Class 1	8/1/2025
Parkerson,Cathy	Palm View K-8 School	Tchr, VE/SC	ESOL End. Class 1	8/1/2025
Alcantara Jimenez,Ana	Palmetto Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Bailey,Jessica Nicole	Palmetto Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Del Cuadro,Sierra	Palmetto Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Diaz,Yesenia	Palmetto Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Schaffer,Victoria	Palmetto Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Simmons,DeAndra Vonterrious	Palmetto High School	Tchr, Reading, HS	ESOL End. Class 1	8/1/2025
Danko,Ashley Anne	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Dodd,Paige	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Early,Michelle Sharice	Prine Elementary School	Specialist, Student Support	ESOL End. Class 1	8/1/2025
Riggins,April L.	Prine Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1	8/1/2025
Sardi,Nicole	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Wallace,Sara Anne	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Davis,Ieshia Nicole	Rogers Garden-Bullock ES	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Gogarty,Ashley	Rogers Garden-Bullock ES	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Guzman,Bridget	Rogers Garden-Bullock ES	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Lopez,Melissa	Rogers Garden-Bullock ES	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Brubacher,Tiffany Kay	Samoset Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Meilan,Angela Nicole	Samoset Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025

Alexander,Stephanie	Sea Breeze Elementary School	Tchr, Pre-K	ESOL End. Class 1	8/1/2025
Grooms,Megan Alyssa	Sea Breeze Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Jones,Brenda Goble	Sea Breeze Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Randle,Rebecca	Sea Breeze Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Walsh,Brennan	Sea Breeze Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Gratzer,Hope Elizabeth	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Huffman,Erin Rose	Stewart Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Surdovel,James	Sugg Middle School	Tchr, Reading, MS	ESOL End. Class 1	8/1/2025
Johannessen,Joscelyn Jenna	Tara Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2025
Barras,Lynn	Tillman Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Banks,Richelle	Williams Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Cricco,Cristina	Williams Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Juntunen,Kevin	Williams Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
O'Donnell,Lori	Willis Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Wykes,Allison C	Witt Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Jacox,Brianna A	Abel Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Muniz,Meghan Faith	Abel Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Nelson,Jacquelyn B	Abel Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Crowe,Taylor	Ballard Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Cusack,Tracey Boyd	Ballard Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Steiner-Woods,Michelle Nicole	Ballard Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Wylie,Frances C	Ballard Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Danko,Olivia	Bashaw Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Ketterman,Jared	Bashaw Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Prucnell,Jennifer	Bashaw Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Brown,Robin	Bayshore Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Costello-Murray,Patricia Ann	Bayshore Elementary School	Tchr, Reading, ES	ESOL End. Class 1	8/1/2024
Mosley,Jessica	Bayshore Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Nuccitelli,Tara	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Pugh,Lauren	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Wolfe,Jaisa	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Case,Denise Kruger	Braden River Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Mulcahy,Catherine	Braden River Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2024
Moore,Monica	Braden River High School	Tchr, Other Classroom	ESOL End. Class 3	8/1/2024
Rochester,Eddie	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Berumen-Marquez,Blanca Margarita	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Cowan,Caroceka Sarica	Daughtrey Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
McClintock,Lyndsie	Daughtrey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Palkovich,Emily G	Daughtrey Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Ravn,Rachelle	Daughtrey Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Imhoff,Cayse Jayne	Freedom Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Wagner,Melissa	Freedom Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 3	8/1/2024
Bellew,Vanessa Sue	Gullett Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Ferrell,Leann Nichole	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Lopez-Pacheco,Brittaney	Gullett Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Obrien,Judith Anne	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Chaney,Mary Elizabeth	Harvey Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Kanz,Lyndsey	Harvey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Marciniak,Daniel Lynn	Harvey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Murphy,Shelby A	Harvey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Naylor,Amanda	Harvey Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Kotler,Michelle	Jain Middle School	Tchr, VE	ESOL End. Class 1	8/1/2024
Evers,Robin M	Johnson K-8 Sch of Int Studies	Tchr, VE	ESOL End. Class 1	8/1/2024
Sharbono,Christian C	Johnson K-8 Sch of Int Studies	Tchr, Emotion/Behavr Disabil	ESOL End. Class 1	8/1/2024
Shareshian,Michael C	King Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
Shenning,DeeAnah Augusta	King Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
Cox,Chelsea A	Kinnan Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1	8/1/2024
Keech-Babcock,Kari Jaclyn	Lakewood Ranch High School	Tchr, Reading, HS	ESOL End. Class 1	8/1/2024
Deligiannis,Maria Mina	Manatee Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Fields,Vincent	Manatee Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024

Furman,Claire	Manatee Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Jackman,Jeremy	Manatee Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Hendricks,Corey	Manatee High School	Tchr, Reading, HS	ESOL End. Class 1	8/1/2024
Boender,Jill J	Miller Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Casaclang,Aileen	Miller Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Marello,Amanda	Miller Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Miller,Sarah Jeffcoat	Miller Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Wade,Victoria	Miller Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Watkins,Jodi	Miller Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2024
Montero,Anicel	Mills Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Wilson,Courtney C.	Mills Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Batiz,JoAnne	Moody Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Kelly-Walford,Carla S	Moody Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Smith,Gracyn Paige	Moody Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Davis,Ashley E.	Myakka Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2024
Koch,Whitney Carter	Myakka Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Spencer,Melissa	Myakka Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Sullivan,Alexandra	Myakka Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Toso,Claudia Lucia	Myakka Elementary School	Tchr, Dual Language, ES	ESOL End. Class 1	8/1/2024
AVILA,ANGELITA YBARRA	Oneco Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Blanco,Elizabeth A	Oneco Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Ruch,Jacquelyn Joy	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Taleff,Jessica Marie	Oneco Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Woellmer,Brittney T	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Tinl,Maleah L	Palm View K-8 School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
Van Horn,Brenda	Palm View K-8 School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Durham,Destiny	Palma Sola Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Howard,Kelly	Palmetto Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Carper,Sydni Ann	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Lashway,Brianna Christine	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Riley,Terry	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Boyle,Lauren Elizabeth	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Dykes,Lindsey	Prine Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Lyssy,Connie Campbell	Prine Elementary School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2024
Blanco-Lopez,Aidaliz	Rogers Garden-Bullock ES	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Viverito,Christin	Rogers Garden-Bullock ES	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Walker,Catherine J.	Rogers Garden-Bullock ES	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Hoyden,Melanie	Sea Breeze Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Madrid,Alexis Rae	Sea Breeze Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Guyre,Brendan C	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Piscopo,Louis J	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Amanfi,Kwame	Sugg Middle School	Tchr, Mathematics, MS	ESOL End. Class 1	8/1/2024
Cobb,Lucieann	Sugg Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
McElroy,Jeannine	Sugg Middle School	Tchr, Social Studies, MS	ESOL End. Class 1	8/1/2024
Facer,Rebecca	Tillman Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Huling,Allyson	Williams Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Nazarian,Carianne	Williams Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Shillinglaw,Beth Ann	Williams Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Gilbank,Kristen J.	Willis Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Jacox,Megan	Willis Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Klecka,Nicole	Willis Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Moseley,Lauren	Willis Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Bartlett,Keary Ann	Witt Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Hammond,Sarah	Witt Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Li,Stephanie	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1	1/24/2024
Walters,Molli Martin	Myakka Elementary School	Tchr, Kindergarten	ESOL End. Class 1	1/9/2024
Collado,Evelyn	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	10/4/2023
Nonova,Albena	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	10/4/2023
Walter,Tess	Samoset Elementary School	Tchr, Third Grade	ESOL End. Class 1	10/4/2023
Green,Phillip Antonio	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	10/3/2023

Darnell,Amanda Nicole	Abel Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Simpson,Miquela	Abel Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2023
Tobias,Kayla	Abel Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Sofos,Melissa Renee	Bashaw Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Beck,Karen A.	Bayshore Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Nobile,Selina	Bayshore Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Callahan,Heather	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2023
Messer,Kathleen	Braden River Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Mynatt,Jessica	Braden River Middle School	Tchr, Science, MS	ESOL End. Class 1	8/1/2023
Tympanick,Katherine	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Kilguss,Sarah E	Exec Dir, Teaching & Learning	Tchr-Spcl Assgn,Basic Instruct	ESOL End. Class 1	8/1/2023
Riffle,Jennifer Lynn	Gullett Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Williams,Jarrett Dean	Gullett Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Schultz,Erin	Harvey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Williams,Jaime	Harvey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Burton,Carolyn P.	Hospital-Homebound Instruction	Tchr, Hospital/Homebound	ESOL End. Class 1	8/1/2023
Hamel,Kelly L	Jain Middle School	Specialist, Student Support	ESOL End. Class 1	8/1/2023
Alvarez,Daniel	Johnson K-8 Sch of Int Studies	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Martinetti,Megan E	Johnson K-8 Sch of Int Studies	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Tollers,Stephanie M	Johnson K-8 Sch of Int Studies	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Bluemlein,Alexis	Kinnan Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Vanderford,Michael	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2023
Bernal,Laura Sofia	Manatee Elementary School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2023
Fidura,Monica	Manatee Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Montijo,Jennifer Lynn	Manatee Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Flesche,Kathryn L.	McNeal Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Kolomiychenko,Vyacheslav	Moody Elementary School	Tchr, Combination, ES Grds	ESOL End. Class 1	8/1/2023
Moreno-Hernandez,Diana M	Oneco Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1	8/1/2023
Solano,Gabriella Renee	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Van Dyke,Carolyn Louise	Oneco Elementary School	Tchr, Resource	ESOL End. Class 1	8/1/2023
George,Jenna	Palm View K-8 School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Hyde,Katherine	Parrish Community High School	Tchr, Physical Educ, HS	ESOL End. Class 3	8/1/2023
Jordan,Andrea	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Mazelin,Caitlin	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Soto,Brunilda	Rogers Garden-Bullock ES	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Barber,Coleman	Sea Breeze Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Harvey,Chondra Tootle	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Peace,Elizabeth	Sea Breeze Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Warren,David O'dell	Sea Breeze Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Anioce,Swenson	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2023
Hamilton-Smith,Lookerisha	Sugg Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2023
Feliciano,Sarah	Tillman Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Kerchner,Lisa	Tillman Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Radaszewski,Anthony Peter	Williams Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Frisch,Tracylyn	Witt Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Lavigne,Jamie	Abel Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2022
Angstadt,Sandy	Anna Maria Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Coberly,Wendy	Bashaw Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1	8/1/2022
Fairley,Johni	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2022
Lockhart,Megan Ann	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2022
Bratton,Kamille J	Blackburn Elementary School	Specialist, Student Support	ESOL End. Class 1	8/1/2022
Bryant,Andre L.	Braden River Middle School	Tchr, Mathematics, MS	ESOL End. Class 1	8/1/2022
Guzman Colon,Wenik	Buffalo Creek Middle School	Tchr, World Language, MS	ESOL End. Class 1	8/1/2022
Hajduk,Michelle	Daughtrey Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2022
Jimenez,Katty Maria	Gullett Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Garber,Valerie Janelle	Johnson K-8 Sch of Int Studies	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Coetzee,Nicolette M	Lakewood Ranch High School	Tchr, Social Studies, HS	ESOL End. Class 1	8/1/2022
Childress,Ashley N	Mills Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Hennessy-Seguin,Megan	Myakka Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2022
Deans,Sara S	Palm View K-8 School	Tchr, Third Grade	ESOL End. Class 1	8/1/2022

Ramon,Samantha	Palmetto Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2022
Murphy,Matthew	Prine Elementary School	Tchr, Art, ES	ESOL End. Class 1	8/1/2022
Sasso,Kristina	Prine Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Collins,Asia Marie	Tillman Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Collins,Jessica	Tillman Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2022
Gallegos,Tiffany Jade	Williams Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Tackett,Laura Katherine	Williams Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2022
Walker,Michael F.	Access to Education	Tchr, Exceptional Student Educ	ESOL End. Class 1	8/1/2021
Thomas,Katrina Ellen	Anna Maria Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2021
Adriano,Victoria Catherine	Ballard Elementary School	Specialist, Student Support	ESOL End. Class 1	8/1/2021
Davidson,Spirit Marie	Ballard Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2021
Gould,Allicia	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2021
Lane,Barbara Ann	Freedom Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1	8/1/2021
Autrey,Stacy	Gullett Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2021
Pawlik,Lauren Yasia	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2021
Navarra,Samara	Harvey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2021
Addair,Caressa Jude	Oneco Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2021
Steiner,Kati	Oneco Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2021
Gomez Ojeda,Arelys D.	Prine Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2021
Schabel,Kaytlynn Marie	Prine Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2021
Haacke,Karen	Williams Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2021
Thornton,Joshua C.	Bashaw Elementary School	Tchr, Physical Educ, ES	ESOL End. Class 4	10/27/2020
Gardini,Elizabeth	Abel Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2020
Scott,Tracey	Abel Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2020
Fontaine,Francine	King Middle School	Tchr, Emotion/Behavr Disabil	ESOL End. Class 1	8/1/2020
Mayoral,Melissa	Oneco Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2020
Santiago,Loida	Palmetto High School	Tchr, Reading, HS	ESOL End. Class 1	8/1/2020
Townsend,Emily B.	Rogers Garden-Bullock ES	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2020
Watts,Ali Nicole	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2020
Galletta,Kimberly C.	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	4/24/2020
Ramos Chesnik,Claudia Marija	Bashaw Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2019
Boggs,Olivia J.	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2019
Lamar,Amber	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2019
Cromartie-Pindell,Doris W	Daughtrey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2019
Carenza,Kimberly Michelle	Haile Middle School	Tchr, VE	ESOL End. Class 1	8/1/2019
Perez Valdez,Ruth Alexandra	King Middle School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2019
Coston,William F	Nolan Middle School	Tchr, Intellctual Disabilities	ESOL End. Class 1	8/1/2019
Paternostro,Nicole	Parrish Community High School	Tchr, Other Classroom	ESOL End. Class 1	8/1/2019
Melo Espinosa,Saharai	Southeast High School	Tchr, World Language, HS	ESOL End. Class 1	8/1/2019
Velez,Arlene	Kinnan Elementary School	Specialist, Student Support	ESOL End. Class 3	8/1/2017
Baty,Jennifer W.	ESE	Pathologist, Speech & Language	ESOL End. Class 1	8/1/2016
Delgado Vazquez,Mirla	Daughtrey Elementary School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2015
Aadson,Tatyana B.	Manatee High School	Tchr, World Language, HS	ESOL End. Class 1	8/1/2007
Walker,Dawn C.	District Expenditures	Tchr, Language Arts, HS	ESOL End. Class 1	7/1/2004

OOF Reading 3.19.2024 BM				
EMPLOYEE_NAME	**SCHOOL_DESCR**	**JOB_CODE_DESCR**	**OOF Description**	**Due Date**
Altes,Amanda Jade	Moody Elementary School	Tchr, Fourth Grade	Reading Endorsement	2/2/2025
DeDomenico,Lorianne Marie	Manatee Elementary School	Reading Coach, ES	Reading Endorsement	5/31/2024
Gimmi,Alexander	Lakewood Ranch High School	Tchr, Reading, HS	Reading Endorsement Class 3	10/27/2023
Ranck,Kerri	Parrish Community High School	Tchr, Other Classroom	Reading Endorsement	8/2/2023
Rumph,Sylvia A.	Sugg Middle School	Tchr, VE/SC	Reading Endorsement	5/31/2023
Guzman Colon,Wenik	Buffalo Creek Middle School	Tchr, World Language, MS	Reading Endorsement Class 1	1/25/2023
Schroeder,Claire Anna	Daughtrey Elementary School	Specialist, Student Support	Reading Endorsement Class 2	11/1/2022
Schabel,Kaytlynn Marie	Prine Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2022
Hughes,Holley	Bashaw Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
McLaughlin,Taylor Mae	Bayshore Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Wilson,Paige	Bayshore Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Anderson,Jessica L	Blackburn Elementary School	Coordinator	Reading Endorsement Class 1	11/1/2021
Tucker,Janele Catherine	Daughtrey Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Noll,Adrienne Christine	Freedom Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Brondyke,Sarah J.	Gullett Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
VanSkiver,Wendy Jeanne	Gullett Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Coppola,Alison	Harvey Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Kingsley,Dana C	Johnson K-8 Sch of Int Studies	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Stevens,Samantha Ashley	Kinnan Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Vogt,Samantha Lynn	Kinnan Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Woughter,Cari	Manatee Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Gulbrandsen,Angela M.	McNeal Elementary School	Tchr, Pre-K Handicapped	Reading Endorsement Class 1	11/1/2021
Ingham,Gwyneth U.	McNeal Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Vicens,Sarah Lyn	Miller Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Childress,Ashley N	Mills Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Schultes,Ashley P	Mills Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
BURKHART,BRITTNEY S.	Moody Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Grant,Kimberly A.	Moody Elementary School	Tchr, Fourth Grade	Reading Endorsement Class 1	11/1/2021
Dominguez,Olivia	Oneco Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Kelly,Debra Ann	Oneco Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Krakowski,Michelle M.	Oneco Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Mitchell,Raven Aisha	Oneco Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Slattery,Jennifer Lynn	Oneco Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Deans,Sara S	Palm View K-8 School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Gleason,Katie L	Palm View K-8 School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Ramon,Samantha	Palmetto Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Murphy,Matthew	Prine Elementary School	Tchr, Art, ES	Reading Endorsement Class 1	11/1/2021
Pinckney,Lesley Dione	Prine Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
English,Cristen M.	Rogers Garden-Bullock ES	Reading Coach, ES	Reading Endorsement Class 1	11/1/2021
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Walter,Maddison Claire	Samoset Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Haacke,Karen	Williams Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Perez Valdez,Ruth Alexandra	King Middle School	Tchr, ESOL Resource	Reading Endorsement Class 1	10/1/2020
Frederick,Donna	Sugg Middle School	Tchr, Language Arts, MS	Reading Endorsement Class 1	8/1/2020
Knips,Sophie	King Middle School	Tchr, Language Arts, MS	Reading Endorsement Class 2	5/31/2020
Harshaw,Samantha C	Lee Middle School	Tchr, Reading, MS	Reading Endorsement Class 1	5/1/2020
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Reading Endorsement	10/4/2019
Torregrosa,Chelsea M	Southeast High School	Tchr, Language Arts, HS	Reading Endorsement Class 1	5/31/2019

AGENDA ITEM NO. 10.3

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the 2023-2024 Title IX Part A (Education of Homeless Children and Youth) Grant Additional Allocation in the Amount of $8,394.00 (Incoming Grant Funds)

Executive Summary
The Title IX, Part A Grant (24A006) is an annual federal entitlement grant that focus on the education of homeless children and youth to increase the identification, academic achievement and attendance of homeless children and youth. The Title IX, Part A Grant was originally approved by the Board on August 8, 2023, in the amount of $259,461.00. The School District of Manatee County (SDMC) was awarded an additional allocation for Title IX, Part A in the amount of $8,394.00. Amendment 1 reflects activities and budget lines that were adjusted for the additional allocation.

This additional allocation is pending Board approval, if not approved by the School Board, the application will be withdrawn.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Learn | Goal 1
Refine the elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs

Ready To Learn | Goal 3
Increase ES enrollments in accelerated courses and identification of gifted and talented students

Ready For Life | Goal 1
Improve easy access to quality family resources that support student learning

Ready For Life | Goal 2
Ensure that all staff are trained to respond to students impacted by trauma and adverse childhood experiences, including highly effective student services and mental health supports

Ready For Life | Goal 4
Create an instructional model centered around real-world skills, civic involvement, financial literacy, and arts integration

Recommendation
The Superintendent recommends the approval to apply, accept, and expend the 2023-2024 Title IX, Part A (Education of Homeless Children and Youth) Grant additional allocation in the amount of $8,394.00 (Incoming Grant Funds).

Financial Impact
There will be no cost to the General Fund.

Contact

Prepared by: Jenny Rodriguez

Initiated by: Latrina Singleton, Federal Programs and Grants

School Board Meeting: March 19, 2024

Attachments:
Title IX amendment 1 2024

FLORIDA DEPARTMENT OF EDUCATION
PROJECT AMENDMENT REQUEST

Please return to:	**A) Agency Name:**	**DOE USE ONLY**
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	School District of Manatee County	Date Received
B) Program Name: **Title IX, Part A Education of Homeless Children and Youth sub-grant Project Final Allocation** **TAPS Number: 24A006**		**Project Number (DOE Assigned)** **541-1274B-4CH01**

C) Amendment Type	**D) Amendment Request Contact Information**	
☐ Program ☒ Budget **Amendment Number:** _____1_____	Contact Name: Lissette Fernandez	Telephone Numbers: **941-751-6550 ext. 43293**
	Mailing Address: **215 Manatee Avenue West** **Bradenton, FL 34205-8840**	E-mail Addresses: fernandezl@manateeschools.net

E) Required Signature and Certification

I, ___Dr. Jason Wysong__, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application amendment.

_____	_Superintendent	_____
Signature of Agency Head	Title	Date

F) Narrative:

The additional allocation for the Title IX, Part A grant will be used to fund already existing activities approved in the original application. The DOE 151 reflects the additional funds and budget adjustments based on the additional allocation of $8,394.00. By accepting the final allocation, we can support learning for students while maintaining fiscal efficiency by spending the available grant funds by the close of the grant date.

Instructions for Completion of DOE 150
Project Amendment Request

A. Enter Agency Name

B. Enter Program Name and TAPS number as listed on the original Project Award Notification.

C. Enter Amendment Type – Refer to Project Application and Amendment Procedures for Federal and State Programs (Green Book) for definitions of Program and Budget amendments.

D. Enter Amendment Request Contact Information for the person who is responsible for the project.

E. Complete Required Signature. **Note:** Application amendments signed by officials other than the Superintendent, or President/Chairman of the Board, must have a letter of authorization to sign on the behalf of said official, attached to the DOE 150 when the application amendment is submitted.

F. Provide sufficient narrative to describe and justify the type of amendment being requested. Narrative should include the purpose of the amendment and description of the amended services or budget changes – i.e. changes in scope or objectives, changes in deliverables or work tasks and how these changes affect the original application. Any budget change will require details on the increase/decrease and how the change affects the original application.

Attach Budget Amendment Narrative Form (DOE 151) if this amendment requires budget changes.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) School Distrcit of Manatee County
District/Agency Name

B) 410-1274B-4CH01 / 24A006
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved

$ 259,461.00

E) Total Project Amount resulting from this Budget Amendment

$ 267,855.00

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5100	510	**Supplies**-School supplies for PreK, elementary and secondary education , such as wide rule paper, college rule paper, calculators, pens, pencils, colors, crayons, dictionaries, erasers, corrector, pencil boxes, binders, folders, separators, and backpacks for 400 homeless students		**$ 6,231.07**	
5100	730	**Dues and Fees**-various dues/fees & varying costs, such as, National Honor Society dues, HOSA and Skills USA fees for vocational students, binh certificates, GED		**$ 4,000.00**	
6100	210	**Retirement**: Board Approved Rate of 13.57%			**$ 534.66**
6100	231	**Group Insurance-Health Insurance**: Board Approved Rate of 15.66% Personnel has a lower health plan chosen			**$ 3,805.83**
6110	210	**Retirement**: Board Approved Rate of 13.57%			**$ 655.75**
6110	231	**Group Insurance-Health Insurance**: Board Approved Rate of 15.66% Personnel has a lower health plan chosen			**$ 3,949.63**
6110	330	**Travel**-Local travel, for School social worker to support grant activities at different sites, such as schools, shelters and other		**$ 1,000.00**	
6130	510	**Supplies**-Health Supplies: Lice kits, Hygiene Kits and feminine hygiene kits for 1000 students		**$ 5,592.94**	
6150	210	**Retirement**: Board Approved Rate of 13.57%			**$ 722.59**
6150	231	**Group Insurance-Health Insurance**: Board Approved Rate of 15.66% Personnel has a higher health plan chosen		**$ 434.40**	
6150	232	**Group Insurance-Life Insurance**: Board Approved Rate of 0.23%		**$ 2.99**	
6150	330	**Travel**-Local travel, for designated homeless liaison to support grant activities at different sites, such as schools, shelters and other		**$ 500.00**	
7200	792	**Indirect Cost**: board approved rate of 3.72%		**$ 301.06**	
			Total	**$ 18,062.46**	**$ 9,668.46**

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Instructions

Budget Amendment Narrative Form
DOE 151

A) Enter District/Agency Name

B) Enter Project Number of original project and corresponding TAPS number

C) Enter chronological number of this Amendment Request

D) Enter the Total Project Amount Currently Approved

E) Enter the Total Project Amount resulting from this Amendment

F) Provide a narrative description for each budget item by category to justify the requested Budget Amendment. List ONLY the budget lines that are being amended and/or new ones being created. For each budget line to be amended, indicate whether the amount will be increased or decreased in the appropriate column and record the adjusted amount being submitted for approval.

THIS FORM MUST BE ACCOMPANIED BY AN APPROPRIATELY COMPLETED PROJECT AMENDMENT REQUEST FORM, DOE 150

AGENDA ITEM NO. 10.4

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title

Approval to Apply, Accept and Expend Amendment 3 of the Driving Choice Grant Program, in the Amount of $56,138.00 (Incoming Grant Funds)

Executive Summary

The School District of Manatee County received an additional allocation for the Driving Choice Grant Program (TAPS 23C093) in the amount of $56,138.00. The additional funds will be used to broaden the already approved attendance incentive program. All AFSCME employees; bus drivers, bus attendants and mechanics, are eligible to participate. If not approved, by the School Board, the application will be withdrawn.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 6
Maintain our robust security readiness and safety system across the District

Recommendation

The Superintendent recommends the approval to apply, accept and expend Amendment 3 of the Driving Choice Grant Program in the Amount of $56,138.00 (Incoming Grant Funds).

Financial Impact

There will be no cost to the General Fund.

Contact

Submitting Department: Federal Programs and Grants
Initiated by: Latrina Singleton and Danielle Delk

Attachments:
Driving Choice Grant_ Amendment 3

FLORIDA DEPARTMENT OF EDUCATION
PROJECT AMENDMENT REQUEST

Please return to:	A) Agency Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	School District of Manatee County	Date Received
B) Program Name: Driving Choice Grant Program Extension **TAPS Number:** 23C093		**Project Number (DOE Assigned)**

C) Amendment Type	D) Amendment Request Contact Information	
☐ Program ☒ Budget **Amendment Number:** 3	Contact Name: Latrina Singleton, Director Federal Programs and Grants	Telephone Numbers: 941-751-6550 Ext. 43347
	Mailing Address: 215 Manatee Avenue West Bradenton, FL 34205-8840	E-mail Addresses: singleton2L@manateeschools.net

E) Required Signature and Certification

I, Dr. Jason Wysong, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application amendment.

Jason Wysong (Feb 22, 2024 21:00 EST)
Signature of Agency Head

Superintendent
Title

02/22/2024
Date

F) Narrative

The School District of Manatee County received an additional allocation for the Driving Choice Grant Program (TAPS 23C093) in the amount of $56,138.00. The additional funds will be used to broaden the already approved attendance incentive program. All AFSCME employees; bus drivers, bus attendants and mechanics, are eligible to participate.

Instructions for Completion of DOE 150
Project Amendment Request

A. Enter Agency Name

B. Enter Program Name and TAPS number as listed on the original Project Award Notification.

C. Enter Amendment Type – Refer to Project Application and Amendment Procedures for Federal and State Programs (Green Book) for definitions of Program and Budget amendments.

D. Enter Amendment Request Contact Information for the person who is responsible for the project.

E. Complete Required Signature. **Note:** Application amendments signed by officials other than the Superintendent, or President/Chairman of the Board, must have a letter of authorization to sign on the behalf of said official, attached to the DOE 150 when the application amendment is submitted.

F. Provide sufficient narrative to describe and justify the type of amendment being requested. Narrative should include the purpose of the amendment and description of the amended services or budget changes – i.e. changes in scope or objectives, changes in deliverables or work tasks and how these changes affect the original application. Any budget change will require details on the increase/decrease and how the change affects the original application.

Attach Budget Amendment Narrative Form (DOE 151) if this amendment requires budget changes.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) School District Manatee County
District/Agency Name

B) 23C093
Project Number/TAPS Number

C) 3
Amendment Number

D) Total Project Amount Currently Approved

$	244,422.00

E) Total Project Amount resulting from this Budget Amendment

$	300,560.00

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
7800	160	**Other Support Personnel.** Retainment Bonus for eligible existing drivers and new drivers		$55,187.91	
7800	220	**FICA** 7.65%		$ 4,245.29	
7800	510	**Supplies:**			$ 227.20
7800	730	**Dues and Fees:**			$3,068.00
			Total	**$59,433.20**	**$3,295.20**

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Project Performance Accountability Information, Instructions, and Forms

NOTE: The following pages are included in the RFP (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project, training & technical assistance and the method of provision, number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance may vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks
- **Unit Cost-** Dollar value of deliverables

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
School District of Manatee County administration to work with AFSCME to craft a Memorandum of Understanding (MOU) that will outline specific criteria of each of the bonuses and payment structure.	A Memorandum of Understanding (MOU) will be signed between AFSCME and the School District of Manatee County and put before the School Board of Manatee County for approval.	Signed MOU	January 2024	
Current SDMC School Bus Drivers, Attendants/Aides and Vehicle Maintenance employees to be advised of the bonus and placed on the payment distribution schedule.	Policy to be drafted for dissemination outlining the retention and recruitment payment structure.	Sample of communication documents	February 2024	
Transportation staff will collect quantitative and qualitative data to measure program success.	Quarterly reports and a final evaluation will be produced to address program outcomes and success	Completed reports	June 2024	

Note: Add additional lines if necessary

Memorandum of Understanding (MOU)

January 16, 2024

Between the American Federation of State, County and Municipal Employees (AFSCME) Local 1584 and the School District of Manatee County (SDMC).

This MOU is used to define the structure and timelines for the distribution of Driving Choice Grant funds awarded to the SDMC by the Florida Department of Education, in the amount of $60,147.00, with additional funds provided by the District as required to support the program. These funds will provide financial support to SDMC School Bus Drivers, Attendants/Aides and Vehicle Maintenance employees represented by AFSCME, to recognize attendance targets. All awarded funds must be expended no later than June 30, 2024.

The parties agree to the distribution schedule and dollar figures as follows:

ALL AFSCME (Transportation & Veh. Maint.) Employees

- Second Semester Bonus #1, $750.00, to be paid on the paycheck prior to Spring Break (TARGET PAYCHECK 3/22), so long as no more than two (2) days are missed, for any reason, during the period from 1/9/24 through 3/15/24.

- Second Semester Bonus #2, $750.00, to be paid on the final paycheck of the school year (TARGET PAYCHECK 5/31), so long as no more than two (2) days are missed, for any reason, during the period from 3/18/24 through 5/24/24.

- Second Semester Bonus #3, If an employee has qualified for **BOTH** of the previous bonuses, an additional disbursement of $750.00 shall be paid (TARGET PAYCHECK 6/14).

- Should an AFSCME employee not qualify for the Second Semester Bonus #1 because of absences, they will forfeit that portion; however, will still remain eligible for the Second Semester Bonus #2, so long as the absence requirement for the final payment is met.

- New AFSCME Transportation and Vehicle Maintenance employees, hired within the Second Semester Bonus #1 period, will only be eligible for the Second Semester Bonus #2.

- New AFSCME Transportation and Vehicle Maintenance employees, hired within the Second Semester Bonus #2 period, will not be eligible for the program.

** The word "days" is defined as any scheduled work day, either full or partial, that an employee is absent, regardless of the reason, to include Discretionary days.*

*** AFSCME Transportation and Vehicle Maintenance employees currently on any approved Leave of Absence (LOA) are not eligible to participate in the program until they return to duty from the approved LOA, and will become eligible to participate under the terms and conditions relating to newly hired employees, outlined above.*

ALL disbursements are subject to employee ONLY Federal tax withholding! Figures above are <u>GROSS</u> amounts (before applicable taxes). ***

This program concludes on June 30, 2024.

Signed Deanna R. Howell Date January 17, 2024
Deanna Howell, President
AFSCME Local 1584

Signed [signature] Date 01/17/2024
Authorized School District Representative
School District of Manatee County

AGENDA ITEM NO. 10.5

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Sole Source to Purchase Sphero Robotics, STEAM and STEM Kits, SDMC No. 24-0110-BS, Estimated in the Amount of $75,000.00 (Multiple Funding Sources)

Executive Summary
The District has been using the Sphero products that are designed to introduce early learners Pre-K and up to computational thinking, STEAM, and computer science principles in a fun and exciting way. The Sphero Indi Class Pack was purchased for all elementary schools featuring a STEM teacher and class. The Sphero Bolt Power Pack engages students in hands-on STEAM activities with a durable and waterproof design, advanced programmable sensors, and programmable robots. It is ideal for cross-curricular learning, combining STEM and the arts to encourage creativity and innovation in the classroom. Students use the products to learn how to code in an engaging and interactive way. Additionally, the standards-aligned products are anchoring the activities to the curriculum and advances math, science, and ELA standards in the classroom.

The District has reviewed sole source information and has fully complied with all sole source requirements. Documentation is on file the purchasing department.

The requested contract is for the period of March 19, 2024 through June 30, 2025.

Historical expenditures are as follows:

- YTD 2023-2024 $38,447.19
- 2022-2023 $43,972.33

Approval of this item does not indicate immediate or complete expenditure of approved funds. Approved funds will only be expended on an as needed basis.

State Board Rule 6A-1.012(12)(d) states, “Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements.”

Florida Statutes Section 1010.04(4) states, “Alternative procedures for purchasing – The State Board of Education may, by regulation, provide for alternative procedures for bidding or purchasing in cases in which the character of the item requested renders competitive bidding impractical.”

The supplier is Sphero, Inc., Boulder, CO, Florida Document No. W17000025024.

This item aligns with the District’s Strategic Plan Goal(s) which state(s):

Ready For Life | Goal 6
Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning

Recommendation
The Superintendent recommends the approval of sole source to purchase Sphero robotics, STEAM and STEM kits, SDMC No. 24-0110-BS, estimated in the amount of $75,000.00. (Multiple Funding Sources)

Financial Impact

The funding source for these estimated expenditures are included in the General Funds, Referendum Funds, Grant Funds, Special Projects, Federal Projects and other funds as needed and are included in the school sites and departments approved budgets for 2023-2024.

Contact

Submitting Departments: Adult, Career and Technical Education
Initiated By: Dr. Paul Gansemer

Attachments:
Sphero Sole Source 2024

Sole Source Letter

To Whom It May Concern:

Sphero, Inc. is the sole source provider in your state of all Sphero products (with warranty), including any littleBits branded products, and has exclusive rights and abilities to make and sell these products in your state. Purchase orders can be submitted to orders@sphero.com for processing.

Unlike traditional toys, our robots, software, and modular mechanical kits allow us to create ever-evolving experiences – changing the way people play, learn and explore.

Sincerely,



Paul Copioli
Chief Executive Officer

AGENDA ITEM NO. 10.6

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Sole Source to Purchase Gaumard Patient Simulator, SDMC No. 24-0101-BS, Estimated in the Amount of $160,000.00 (Nursing PIPELINE Grant)

Executive Summary
This specialized Gaumard HAL patient simulator introduces the latest innovations in robotics and AI-enhanced speech to simulate lifelike symptoms of a neurological emergency and enables team-based training through patient assessment and treatment. New features like facial droop, conversational speech and arm motor control reproduce the progression of a stroke, helping teams train in time-dependent clinical skills and teamwork.

The requested contract is for the period of March 19, 2024 through March 18, 2025.

Approval of this item does not indicate immediate or complete expenditure of approved funds. Approved funds will only be expended on an as needed basis throughout the contract period.

State Board Rule 6A-1.012(12)(d) states, “Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements.”

The vendor is Gaumard Scientific Company, Inc., Miami, FL, Florida Document No. 248355.

This item aligns with the District’s Strategic Plan Goal(s) which state(s):

Ready For Life | Goal 9
Advance career-centered programs across the District to provide quality post-high school education and employment opportunities

Recommendation
The Superintendent recommends the approval of sole source to purchase Gaumard patient simulator, SDMC No. 24-0101-BS, Estimated in the Amount of $160,000.00 (Nursing PIPELINE Grant).

Financial Impact
The funding source for this expenditure is nursing PIPELINE grant funds and is included in various Manatee Technical College approved budget for 2023/2024.

Contact
Submitting Department: Adult, Career and Technical Education
Initiated By: Dr. Paul Gansemer

Attachments:
Gaumard Agreement

GAUMARD SALES TERMS AND CONDITIONS

These Gaumard Scientific Company, Inc. ("Gaumard") Sales Terms and Conditions ("Terms") apply to the sale or use of Gaumard-branded equipment ("Equipment"), and Gaumard-branded supplies ("Supplies"), collectively referred to as "Product" or "Products" and Gaumard Software ("Software" as defined in paragraph 12) between Gaumard and the entity named on the applicable Gaumard Purchase Order ("Customer") (collectively, "Party" or "Parties"). The Parties, intending to be legally bound, agree as follows.

1. **Agreement**. Customer agrees to purchase from Gaumard the Products set forth in the quotes and purchase orders accepted by both Customer and Gaumard from time-to-time. These Terms, along with any Gaumard Exhibits, any applicable Gaumard Purchase Order documents, Gaumard Limited Product Warranty documents, Gaumard Cares Service Plan documents, and any other purchasing or service documents executed by both Parties constitute the complete and entire agreement between Gaumard and Customer (collectively referred to herein as the "Agreement"). This Agreement will supersede all other quotations, agreements, understandings, warranties, and representations (whether written or oral) between the Parties with respect to the subject matter set forth in this Agreement. Any Customer documentation (including Customer's purchase order terms and conditions) containing pre-printed or additional terms that conflict with or attempt to modify this Agreement in any way are hereby rejected and of no effect unless specifically agreed to in writing and signed by the Parties. No provision of this Agreement shall be waived, amended, modified, superseded, canceled, terminated, renewed, or extended except in a written document signed by both Parties. This Agreement may be terminated by Gaumard at any time for any reason, or no reason, by giving thirty (30) days prior written notice to Customer.

2. **Prices.** Prices, fees, and charges for Products and services (including maintenance, installation, and training as described in the applicable Gaumard Purchase Order documents, Gaumard Limited Product Warranty documents, or Gaumard Cares Service Plan documents ("Service" or "Services") are payable in United States (U.S.) Dollars only, and do not include any applicable taxes or shipping charges. If Customer claims any tax exemption, it must furnish a valid tax exemption certificate before shipment of Products. Customer is responsible for payment of any applicable taxes, whether invoiced by Gaumard or not. Unless such certificate is furnished, Customer agrees to pay at its sole expense all applicable taxes, assessments, fees, penalties, import duties, and merchandise processing fees that may be levied or assessed upon Customer or Gaumard with respect to this Agreement, the Products, or any interest therein. Gaumard reserves the right to increase prices by giving thirty (30) days prior written notice to Customer.

3. **Payment.** Unless otherwise agreed to in writing by Gaumard, Customer shall pay invoices net twenty (20) days from the invoice date. A late charge will be due on any unpaid balance at a rate of 1.0% per month or the maximum rate otherwise permitted by law, whichever is lower. Gaumard may charge interest at the maximum rate permitted by law on all amounts not paid by the invoice due date. Gaumard retains a purchase money security interest in all Products sold to Customer to secure payment of the total purchase price thereof. Customer hereby grants Gaumard the right to file a copy of this Agreement with any appropriate authorities to evidence this security interest. Customer agrees to execute and deliver such other documents as Gaumard may request in connection

therewith. Gaumard is not obligated to deliver any Product or perform any Service during any period when Customer payment is past due. Customer will be responsible for all costs (including reasonable attorneys' fees and costs of court) incurred by Gaumard to collect overdue payments and/or to take possession or otherwise dispose of Products for which payment is overdue.

4. **Product Shipment and Risk of Loss.** Unless otherwise agreed to in writing by Gaumard, all Products will be shipped F.O.B. Origin, regardless of any provisions for payments of freight, insurance, the form of shipping documents, or selection of carrier by Gaumard. As such, title to the Products passes to the Customer at the shipping dock of Gaumard (or of Gaumard's supplier or authorized agent). Customer is responsible for shipping charges and for the cost of insurance paid to cover any losses that may occur from Gaumard's shipment point to Customer's receipt. Gaumard will provide reasonable assistance to Customer in processing any loss claims. Gaumard shall use reasonable efforts to meet the Gaumard-specified delivery dates. If Gaumard fails to make delivery within a reasonable time for reasons other than Customer's fault or circumstances beyond Gaumard's reasonable control, then Customer's sole remedy is to terminate the applicable Purchase Order, whereupon Gaumard will refund any pre-payments received from Customer relating to such Purchase Order.

5. **Installation and Acceptance.** Purchase Orders are subject to: 1) written acceptance by Gaumard; 2) receipt by Gaumard of required deposits or pre-paid amounts, as applicable; and 3) continuing credit approval. If applicable, Gaumard will install Equipment at an agreed upon location ("Installation"). All Products shall be deemed accepted upon delivery to Customer's location or dock. Installation is subject to Customer's cooperation in preparing and maintaining the site in compliance with Gaumard specifications, including but not limited to, provision of necessary permits, site readiness (any applicable electrical and other connections are installed and available for use), and all environmental conditions. If Customer's site is not fully prepared for Installation of the Products, Gaumard will not be able to perform the Installation and Customer shall be solely responsible for any storage, handling, or other arrangements to hold the Products for future Installation. If applicable, Customer and Gaumard shall jointly set a new Installation date. Customer shall ensure that the site is fully prepared for Installation before attempting to re-schedule Installation, that Product to be installed is available onsite, and shall bear all costs associated with the Installation and re-scheduling of same.

6. **Delay of Performance.** The Parties' obligations under this Agreement are subject to force majeure, including but not limited to, civil insurrection, terrorism, fire, flood, labor disputes, shortages, delays of suppliers or contractors, or government priority systems, actions taken or threatened by any governmental agencies, acts of God or other contingencies or acts not within the sole control of the Parties. Gaumard reserves the right during any shortage period to: (a) make Supplies available to Customer (as Gaumard deems appropriate) and (b) make substitutions and modifications in the specifications of any Products, provided such substitutions or modifications do not materially affect the performance of Products.

7. **LIMITED PRODUCT WARRANTY.** Gaumard warrants that if a Gaumard-branded Product proves to be defective in material or workmanship within one year from the date on which title to the Product passes to the Customer ("Limited Product Warranty Period"), Gaumard will, at Gaumard's option, repair or replace the Gaumard Product. This Limited Product Warranty covers all defects in

material and workmanship in the Gaumard Product, except: (a) Damage resulting from accident, misuse, abuse, neglect, or unintended use of the Gaumard Product; (b) Damage resulting from failure to properly maintain or store the Gaumard Product in accordance with Gaumard Product instructions, including failure to properly clean the Gaumard Product; and (c) Damage resulting from a repair or attempted repair of the Gaumard Product by anyone other than Gaumard or a Gaumard representative. Replacement parts are warranted for the remainder of the Limited Product Warranty Period or ninety (90) days from shipment of a replacement part, whichever is longer. Services are warranted to be supplied in a workman-like manner. Gaumard does not warrant that use of the Gaumard Products will be uninterrupted or error-free, or that the Products will operate with non-Gaumard authorized third-party products. THE FOREGOING LIMITED PRODUCT WARRANTIES ARE IN LIEU OF AND EXCLUDE ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED BY OPERATION OF LAW OR OTHERWISE, INCLUDING BUT NOT LIMITED TO: 1) ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, PERFORMANCE, SUITABILITY OR NON-INFRINGEMENT; 2) RELATING TO ANY THIRD-PARTY PRODUCTS OR SOFTWARE; OR 3) REGARDING THE RESULTS TO BE OBTAINED FROM THE PRODUCTS OR SOFTWARE. GAUMARD EXPRESSLY DISCLAIMS ALL WARRANTIES AND CONDITIONS NOT STATED IN THIS LIMITED PRODUCT WARRANTY. THIS LIMITED PRODUCT WARRANTY MAY BE VOIDED BY GAUMARD, AT GAUMARD'S SOLE DISCRETION, IF THIRD-PARTY PRODUCTS NOT PROVIDED OR AUTHORIZED BY GAUMARD ARE INSTALLED ON THE GAUMARD PRODUCT.

THIS LIMITED PRODUCT WARRANTY IS GIVEN SOLELY TO THE ORIGINAL CUSTOMER AND IS NOT GIVEN TO ANY THIRD PARTY INCLUDING, WITHOUT LIMITATION, SUBSEQUENT PURCHASERS OR USERS OF THE PRODUCTS OR CUSTOMERS OF THE CUSTOMER. THIS LIMITED PRODUCT WARRANTY IS VOID UPON TRANSFER OF PRODUCT BY CUSTOMER TO ANY OTHER ENTITY. SOME STATES DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO CUSTOMER.

THIS LIMITED PRODUCT WARRANTY DOES NOT APPLY TO ANY PRODUCTS THAT ARE SUPPLIED ON A PRE-RELEASE OR "AS-IS" BASIS.

8. **Limited Product Warranty: Claims and Remedies.** In the event of any Limited Product Warranty claim, Gaumard, at its option, will repair or replace with new or repaired items any Product part or component that is covered by the Limited Product Warranties specified in Section 7 of these Terms (the "Limited Product Warranty").At its option, Gaumard also may choose to issue a credit to Customer in an amount equal to the depreciated price of the product. Items, including parts, repaired or replaced shall become Gaumard property. All Limited Product Warranty claims shall be initiated by contacting Gaumard within the applicable Limited Product Warranty Period and within thirty (30) days after discovery of the alleged non-conformity. If Customer has failed to notify Gaumard within the applicable Limited Product Warranty Period, then Customer shall be barred from instituting any action thereafter. Customer shall not return any Product to Gaumard without prior authorization from Gaumard. If the necessary repairs to the Product are covered by the Limited Product Warranty, then Customer shall pay only the incidental expenses associated with the repair, including any shipping, handling, and related costs for sending the Product to Gaumard and for

sending the Product back to the Customer. However, if the necessary repairs to the Product are not covered by the Limited Product Warranty, then Customer shall be liable for all repair costs in addition to costs of shipping and handling. Upon request, Gaumard must be given access to and an opportunity to inspect the Product and any working areas and storage areas. These remedies shall comprise Gaumard's entire liability and Customer's exclusive remedy for breach of warranty and are in lieu of any other remedies at law or equity.

9. **LIMITATION OF LIABILITY.** GAUMARD SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, PUNITIVE, EXEMPLARY, OR CONSEQUENTIAL LOSSES, DAMAGES, OR EXPENSES (INCLUDING BUT NOT LIMITED TO LOSS OF PROFITS, DATA, OR USE), DIRECTLY OR INDIRECTLY ARISING FROM THE SALE, HANDLING, SERVICE, OR USE OF PRODUCT OR SERVICES ORDERED OR FURNISHED, OR FROM ANY CAUSE RELATING THERETO. EXCEPT FOR PERSONAL INJURY OR DEATH TO THE EXTENT RESULTING FROM GAUMARD'S GROSSLY NEGLIGENT OR INTENTIONALLY WRONGFUL ACTS OR OMISSIONS, IN NO EVENT SHALL GAUMARD BE LIABLE UNDER ANY LEGAL THEORY OR FOR ANY CAUSE RELATED TO A PRODUCT OR SERVICE, WHETHER BASED UPON WARRANTY, CONTRACT, TORT, NEGLIGENCE, OR OTHER THEORY, EVEN IF ADVISED OF THE POSSIBILITY THEREOF, FOR ANY AMOUNT IN EXCESS OF THE PRICE, FEE, OR CHARGE RECEIVED BY GAUMARD FOR SUCH PRODUCT OR SERVICE.

10. **Governmental Authorizations.** Customer is responsible for compliance and costs associated with all required licenses, permits, or other governmental authorizations, including but not limited to, any license or certification needed for Customer to use the Product, and any export or import license, exchange permit, or the like ("Licenses"), even if applied for by Gaumard on Customer's behalf. If any authorization is delayed, denied, revoked, restricted, or not renewed, Gaumard shall not be liable, and Customer is not relieved of its obligations. Customer agrees that it shall handle all Product and technical data related to the Licenses so that it conforms to all applicable U.S. Laws and Regulations, including U.S. Export Licensing Laws and the U.S. Foreign Corrupt Practices Act. Customer shall not trans-ship, divert, re-export or otherwise dispose of any U.S. origin goods or technology obtained from Gaumard except as U.S. Laws and Regulations expressly permit.

11. **Indemnity.**

    a. Gaumard agrees to indemnify, defend and hold Customer, its officers, directors, employees, agents and contractors harmless from and against all direct losses, damages, liability, costs and expenses (including reasonable attorneys' fees and expenses) by reason of any claims or actions by third parties against Customer for: (1) bodily injury or death, and damage, loss or destruction of any real or tangible personal property, which third party claims arise out of or relate to Gaumard's gross negligence or willful misconduct or (2) infringement or misappropriation by Gaumard of any United States intellectual property rights under this Agreement.

    b. Customer agrees to indemnify, defend and hold Gaumard, its officers, directors, employees, agents and contractors harmless from and against all direct losses, damages, liability, costs and expenses (including reasonable attorneys' fees and expenses) by reason of any claims or

actions by third parties against Gaumard for: (1) bodily injury or death, and damage, loss or destruction of any real or tangible personal property, which third party claims arise out of or relate to Customer's gross negligence or willful misconduct; (2) infringement or misappropriation by Customer of any United States intellectual property rights under this Agreement; or (3) Customer's use of the Products or Services, including without limitation, defamation, libel, slander, obscenity, pornography, or violation of the rights of privacy or publicity, or spamming or any other tortious or illegal conduct.

12. **Software License.** For purposes of these Terms, the term "Software" is defined as all Gaumard-branded computer software, firmware, and associated documentation, whether in printed or machine-readable form, supplied by reason of this Agreement or for use in connection with Equipment or Services. To the extent the Product includes Software, Customer's use of the Software is governed by the Gaumard End User License Agreement attached as Exhibit A to these Terms.

13. **Confidential Information.** Customer shall maintain the confidentiality of any information provided or disclosed by Gaumard relating to the Software (as defined above), the Product, the Equipment, the Supplies, business or customers of Gaumard, as well as this Agreement and its terms (including the pricing and other financial terms under which the Customer will be obtaining the Products and Services hereunder) ("Confidential Information"). Customer shall use reasonable care to protect the confidentiality of Gaumard's Confidential Information, but no less than the degree of care it would use to protect Customer's own confidential information, and shall only disclose Gaumard's Confidential Information to its employees and agents having a need to know this information and who are subject to written confidentiality agreements having terms at least as restrictive as those contained herein. The obligations of confidentiality set forth herein shall not apply to any information in the public domain at the time of disclosure.

14. **Intended Uses.** Products are only intended for the uses described in the applicable user's manual or instructions for use. Customer assumes all risks associated with non-listed uses of Products and hereby indemnifies and holds Gaumard harmless from any claim associated with such non-listed uses.

15. **Compliance with Laws.** Gaumard and Customer agree to comply with all federal and state laws that govern the enforceability and performance of this Agreement.

16. **HIPAA Compliance.** As of the Effective Date, the Parties are not planning to transfer any personal patient information between them. However, the Parties understand and agree that this Agreement may become subject to the Health Insurance Portability and Accountability Act of 1996 as amended ("HIPAA"), the privacy and security regulations promulgated thereunder, including 45 C.F.R. 160, 162 and 164, as amended (the "HIPAA Regulations"), and Title XIII of Division A and Title IV of Division B (the "Health Information Technology for Economic and Clinical Health Act ("HITECH"), part of the American Recovery and Reinvestment Act of 2009 (Pub. L. 111-5) ("ARRA"). The Parties agree to comply with HIPAA and to execute any documents that may be required by HIPAA, HITECH, and any other applicable federal or state privacy laws and regulations. The Parties agree that if they directly or indirectly gain access to Protected Health Information ("PHI") held by the other Party during any interaction, the receiving Party will keep the PHI confidential under the terms of this Agreement.

17. **Voice Capture.** Some Gaumard Products use cloud-based speech recognition technologies that listen for voice inputs and send voice data to cloud-based speech recognition technologies. Voice data is used to power Gaumard's speech recognition feature by creating a text transcription of your spoken words. Microsoft (or another vendor) will be able to review snippets of the voice data or voice clips in order to build and improve its speech recognition technologies. Gaumard will be able to review the text transcriptions in order to improve its simulation technologies. Gaumard and Microsoft protect users' privacy by taking steps to de-identify the data, requiring non-disclosure agreements with relevant vendors, and requiring that employees and vendors meet high privacy standards. Customer shall inform all persons using the Gaumard Products with speech recognition technologies of the voice capture features and obtain any consent(s) from such persons as may be necessary to comply with applicable laws or regulations in Customer's jurisdiction.

18. **State Reporting and Disclosure Laws.** Unless otherwise noted in this Agreement, the cost of any Product training provided by Gaumard shall be included in the purchase price of the Product where applicable. Customer acknowledges and agrees that state reporting laws may require Gaumard to disclose certain aspects of this arrangement.

19. **Fraud and Abuse.** Gaumard hereby represents that, to the extent applicable based on the Products and Services provided, it is not currently a listed vendor in the: (a) Federal General Services Administration's "List of Parties Excluded from Federal Procurement or Nonprocurement Programs" in accordance with Presidential Executive Orders 12549 and 12689 "Debarment and Suspension;" and (b) Office of the Inspector General of the Department of Health and Human Services' "List of Excluded Individuals/Entities." Any discounted pricing terms offered under this Agreement may be a "discount or other reduction in price" under the Federal Anti-Kickback Statute, 42 U.S.C. § 1320a-7b(b). Customer shall take all actions necessary to comply with the Anti-Kickback Statute discount safe harbor regulations, 42 C.F.R. § 1001.952(h), including but not limited to: (1) maintaining accurate records reflecting the pricing terms of items and Services purchased under this Agreement; (2) fully and accurately report any discount received under this Agreement if applicable; and (3) make available information provided to Customer by Gaumard concerning cost reports and other filings with the government, including but not limited to, the Secretary of the U.S. Department of Health and Human Services or other state agencies.

20. **Regulatory Compliance.** The Parties agree to conduct their relationship in full compliance with all applicable state, federal and local laws and regulations, including but not limited to, the federal Anti-Kickback Statute (42 U.S.C. §1320a-7b(b)). The Parties agree that no part of this Agreement shall be construed to induce or encourage patients or the purchase of health care services or supplies. The Parties acknowledge that there is no requirement under this Agreement that any party refer any patients to any health care provider or purchase any health care goods or services from any source.

21. **Bankruptcy.** Except as may be prohibited by applicable bankruptcy laws, a Party to this Agreement may elect to terminate this Agreement (including any Purchase Orders) if any of the following situations arise: (1) the other Party becomes insolvent or is unable to pay debts as they become due; (2) a voluntary or involuntary bankruptcy proceeding is instituted by or against a Party hereto; or (3) an appointment of a receiver or assignee for the benefit of creditors occurs on behalf of a Party hereto.

22. **Waiver and Severability.** If either Party fails to perform obligations under this Agreement, such nonperformance shall not affect the other Party's right to enforce performance at any time. Waiver of any remedy or material breach of any subject matter contained in this Agreement shall not be viewed as a waiver unless agreed to by the Parties in writing. Each provision of this Agreement is separate and independent of one another, and the unenforceability of any provision will not affect the enforceability of any other provision. If any provision is held to be excessively broad or unenforceable, such provision shall be modified so that it is enforceable to the fullest extent possible by law.

23. **Assignment.** Customer shall not assign this Agreement without the prior written consent of Gaumard. Subject to the foregoing, the rights and obligations herein will be binding upon the successors and assigns of Customer.

24. **Notices.** Any required notices will be given in writing to Gaumard as set forth in the applicable Gaumard Purchase Order or other purchasing document.

25. **Governing Law.** Upon execution, this Agreement shall be governed and viewed under the laws of the State of Florida without reference to its conflict of laws provisions. Customer and Gaumard specifically agree that any action relating to the relationship between the Parties, this Agreement, or Products provided, purchased or licensed hereunder, shall be brought and tried in the State or Federal Courts of the City of Miami, County of Dade County, State of Florida. Customer waives all objections to, and consents to the jurisdiction of such Courts.

26. **Miscellaneous; Survival.** See applicable Gaumard Purchase Order documents and Gaumard Cares Service Plan documents for other terms and conditions applicable to your purchase, which may include, but are not limited to: **Term, Termination, Customer Training and Support, and Product Repairs and Tune Ups.** Any provision of this Agreement that imposes upon Customer an obligation after termination or expiration of this Agreement, including but not limited to any definitions appearing in this Agreement as well as Sections 3, 5 through 16 inclusive, and 18 through 26 inclusive, shall survive termination or expiration of this Agreement and be binding upon Customer, its successors and permitted assigns.

GAUMARD END USER LICENSE AGREEMENT

This End User License Agreement ("***EULA***") sets forth the respective rights and responsibilities between the entity named in the Purchase Order associated with this EULA ("***End User***") and Gaumard Scientific Company, Inc., a Florida corporation ("***Gaumard***"), relative to the Gaumard Software (as defined below). This EULA is effective as of the date Gaumard accepts and confirms the Purchase Order (the "***Effective Date***"). BY USING THE GAUMARD-BRANDED SOFTWARE, END USER IS AGREEING TO BE BOUND BY THE TERMS OF THIS EULA. IF END USER DOES NOT AGREE, END USER MAY NOT USE THE GAUMARD SOFTWARE.

1. Definitions.

1.1 "***Gaumard Documentation***" means the Gaumard user and operations manuals, guides, and related materials provided by Gaumard to End User to facilitate use of the Gaumard Products.

1.2 "***Gaumard Equipment***" means Gaumard-branded hardware components for medical simulation and training, including manikins and associated instrumentation, sold by Gaumard to End User.

1.3 "***Gaumard Products***" means Gaumard Equipment sold or otherwise made available by Gaumard to End User currently or in the future.

1.4 "***Gaumard Software***" means the object code form of computer programs and Gaumard Documentation owned by Gaumard or its licensors and licensed to End User in accordance with this EULA. Gaumard Software includes (a) computer programs embedded in firmware in the Gaumard Equipment; (b) computer programs embedded in a separate medium (such as a CD or flash drive) for use in conjunction with the Gaumard Equipment; (c) computer programs downloaded or received from Gaumard; (d) computer programs used on servers storing or processing data related to the Gaumard Products; and (e) computer programs used to create and manage a network for the Gaumard Equipment, interface with the components of the Gaumard Equipment, manage and compute location information related to the Gaumard Equipment, and monitor health of the Gaumard Equipment.

2. Software License and Restrictions.

2.1 License. Subject to End User's compliance with the terms and conditions of this EULA, the Gaumard Sales Terms and Conditions, the Gaumard Purchase Order, the Gaumard Limited Product Warranty, and the Gaumard Cares Service Plan Agreement, Gaumard grants End User a non-exclusive, non-transferable (except as otherwise set forth herein), limited, personal license to execute and use the Gaumard Software for End User's internal business purposes, but only so long as the Gaumard Software is installed on the Gaumard Product on which it was originally supplied. End User may not, directly or indirectly, sell, sublicense, display, timeshare, loan, lease, make or have made, distribute, or create derivative works of the Gaumard Software. All other rights are reserved to Gaumard.

2.2 Ownership. All rights, title, and interest in and to the Gaumard Software, and any derivative works thereof, whether created by Gaumard, End User, or a third party, will remain at all times solely and

exclusively owned by Gaumard. Nothing in this EULA or the Gaumard Purchase Order will be construed to grant End User any rights of any kind with respect to the Gaumard Software, except as expressly set forth in this EULA.

2.3 Reverse Engineering and Other Restrictions. End User will not, and will not allow any third party to, tamper with, modify, decompile, disassemble, derive the source code of, reverse engineer, or attempt to obtain the internal design of the Gaumard Software or Gaumard Products for any purpose whatsoever (collectively, "***Restricted Acts***"). If applicable law permits End User to take any of the Restricted Acts notwithstanding the previous prohibition, and End User wishes to take any Restricted Act notwithstanding the previous prohibition, End User will first provide Gaumard with thirty (30) days prior written notice. Gaumard may terminate this EULA at any time during such notice period without liability arising from such termination. The Parties agree that all information needed for interoperability for the Gaumard Products is available from Gaumard in accordance with applicable government directives as well as the contemplated permitted uses for the Products by Customer.

2.4 Updates. From time-to-time Gaumard may develop new versions or updates for the Gaumard Software that may be made available to the End User. Unless otherwise agreed to by Gaumard, End User shall be responsible for installing the provided new versions or updates for the Gaumard Software.

2.5 Proprietary Notices. End User agrees to maintain and reproduce on all copies of the Gaumard Software, any names, logos, copyright notices, trademarks, other proprietary markings, and legends that appear on the Gaumard Software.

2.6 Control of Duplication. End User will not, nor will it allow any third party to, circumvent the protection controlling the duplication or use of the Gaumard Software, for example and without limitation, any software lock controlling the number of copies End User may make of the Gaumard Software.

2.7 No Source Code. End User acknowledges and agrees that its rights under this EULA do not include rights to source code. In its exercise of the rights granted under this EULA, End User agrees not to take any action that would result in any requirement to disclose or make available to other parties the Gaumard Software in source code format.

2.8 Certification. Upon thirty (30) days written notice to End User from Gaumard, End User shall certify End User's compliance with the restrictions and obligations in this EULA. Such requests will not occur more frequently than once per calendar year. If End User has used the Gaumard Software in violation of this EULA, End User shall, in addition to any other remedies Gaumard may have, pay Gaumard additional fees for the excess use according to Gaumard's then-current price list and policies, plus a late payment charge of one percent (1.0%) per month (or the highest amount allowed by applicable law, if lower) for each month of excess use from the date of initial excess use.

2.9 Privacy and Recordings. End User will comply with all applicable laws, rules and regulations related to privacy, publicity and data protection related to use of the Gaumard Products. End User shall not use the Gaumard Software to record or collect personal data from any person in violation of End User's policies or privacy statements. End User shall receive express consent from all persons recorded by the Gaumard Software sufficient for End User's use, storage, and distribution of such recordings. Notwithstanding this provision, the Parties acknowledge and agree that the Gaumard

Products and Gaumard Software are provided solely for use as medical training and simulation tools and not for actual treatment of patients. The Parties are not planning to transfer any personal patient information between them, nor shall Customer store, introduce, download or load personally identifiable data or patient information into the Gaumard Products or Gaumard Software.

3. Term and Termination.

3.1 Term. This EULA commences on the Effective Date and continues perpetually, unless terminated earlier in accordance with the terms hereof.

3.2 Termination for Cause. This EULA is automatically terminated by Gaumard if the other Party materially breaches this EULA, the Gaumard Sales Terms and Conditions, the Gaumard Purchase Order, the Gaumard Limited Product Warranty, or the Gaumard Cares Service Plan Agreement. In addition, Gaumard may terminate this EULA if: (a) End User becomes insolvent or makes an assignment for the benefit of End User's creditors; or (b) a receiver is appointed or a petition in bankruptcy is filed with respect to End User and such petition is not dismissed within thirty (30) days.

3.3 Effect of Termination. Upon the termination of this EULA for any reason, all licenses granted in Section 2 above will immediately cease and terminate. Upon termination, End User will immediately cease using the Gaumard Software.

3.4 Survival. Sections 3 through 6 will survive the termination of this EULA.

4. Confidential Information; Trademarks.

4.1 Confidential Information. End User acknowledges and agrees that the Gaumard Software is Confidential Information and contains trade secrets of Gaumard. End User agrees to: (i) hold the Gaumard Software in the strictest confidence; (ii) not disclose the Gaumard Software to any third party for any purpose; and (iii) use at least the same security measures as End User uses to protect its own confidential and trade secret information but no less than reasonable measures to protect the confidentiality of the Gaumard Software. End User agrees and acknowledges that any breach of the provisions regarding ownership or confidentiality contained in this Agreement shall cause Gaumard irreparable harm and Gaumard may obtain injunctive relief without the requirement to post a bond as well as seek all other remedies available to Gaumard in law and in equity in the event of breach or threatened breach of such provisions.

4.2 Trademarks. End User may not use Gaumard's trademarks, logos, service marks, or names in press releases, web sites, marketing, or other forms of public materials without the prior written consent of Gaumard. All use of the Gaumard trademarks and all goodwill associated with them will inure solely to the benefit of Gaumard.

5. Disclaimer; Limitation of Liability; Infringement Indemnification.

5.1 Limited Software Warranty and Disclaimer. For a period of twelve (12) months from the Effective Date, Gaumard will: (a) provide all updates to the Software that are made available generally and (2) use reasonable efforts to fix or provide a workaround for any Gaumard Software issue or bug that may prevent operation in substantial conformity with the Gaumard Documentation. Other than the above, the Gaumard Software is provided "as-is," with no express or implied warranties of any kind,

including the warranties of merchantability, fitness for a particular purpose, or non-infringement. THE FOREGOING LIMITED SOFTWARE WARRANTY IS IN LIEU OF AND EXCLUDES ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED BY OPERATION OF LAW OR OTHERWISE, INCLUDING BUT NOT LIMITED TO: 1) ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, PERFORMANCE, SUITABILITY OR NON-INFRINGEMENT; 2) RELATING TO ANY THIRD-PARTY PRODUCTS OR SOFTWARE; OR 3) REGARDING THE RESULTS TO BE OBTAINED FROM THE PRODUCTS OR SOFTWARE. GAUMARD EXPRESSLY DISCLAIMS ALL WARRANTIES AND CONDITIONS NOT STATED IN THIS LIMITED SOFTWARE WARRANTY. THIS LIMITED SOFTWARE WARRANTY MAY BE VOIDED BY GAUMARD, AT GAUMARD'S SOLE DISCRETION, IF THIRD-PARTY PRODUCTS NOT PROVIDED OR AUTHORIZED BY GAUMARD ARE INSTALLED ON THE GAUMARD PRODUCT.

THIS LIMITED SOFTWARE WARRANTY IS GIVEN SOLELY TO THE ORIGINAL CUSTOMER AND IS NOT PROVIDED TO ANY THIRD PARTY INCLUDING, WITHOUT LIMITATION, SUBSEQUENT PURCHASERS OR USERS OF THE PRODUCTS OR CUSTOMERS OF THE CUSTOMER. THIS LIMITED PRODUCT WARRANTY IS VOID UPON TRANSFER OF PRODUCT BY CUSTOMER TO ANY OTHER ENTITY. SOME STATES DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO CUSTOMER.

THIS LIMITED SOFTWARE WARRANTY DOES NOT APPLY TO ANY PRODUCTS THAT ARE SUPPLIED ON A PRE-RELEASE BASIS.

5.2 **Limitation of Liability**. THE TOTAL LIABILITY, IF ANY, OF GAUMARD TO END USER OR ANY THIRD PARTY FOR ALL DAMAGES BASED ON ALL CLAIMS, WHETHER ARISING FROM BREACH OF CONTRACT, BREACH OF WARRANTY, NEGLIGENCE, INDEMNITY, STRICT LIABILITY, TORT, OR OTHERWISE, ARISING FROM THE GAUMARD PRODUCTS IS LIMITED TO ONE HUNDRED DOLLARS. IN NO EVENT WILL GAUMARD BE LIABLE TO END USER OR ANY THIRD PARTY FOR ANY SPECIAL, INDIRECT, CONSEQUENTIAL, OR PUNITIVE DAMAGES, INCLUDING BUT NOT LIMITED TO, LOSS OF REVENUES, LOSS OF PROFITS, OR LOSS OF DATA, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

5.3 Infringement Indemnification. Gaumard will, as further described below, indemnify, defend, and hold End User harmless, at its expense, against any claim or suit brought by a third party against End User alleging that any Gaumard Software furnished under this EULA infringes the United States patent, trademark, copyright or other intellectual property right of a third party. Gaumard will pay all reasonable settlements entered into or damages finally awarded by a court of appropriate jurisdiction. including reasonable attorneys' fees and costs, based on any such claim or suit; provided that End User gives Gaumard prompt written notice of such claim and gives Gaumard information, reasonable assistance, and sole authority to defend or settle the claim. In defense or settlement of the claim, at its sole discretion, Gaumard may obtain for End User the right to continue using the Gaumard Software, replace or modify the Gaumard Software so that it becomes non-infringing, or, if such remedies are not reasonably available, grant End User a refund for the associated Gaumard Products (depreciated over three years) and accept their return. Gaumard shall not have any liability if the alleged infringement is based upon: (a) the use or sale of the Gaumard

Software in combination with other products or devices not furnished by Gaumard; (b) the use of the Gaumard Software in a manner for which they were not designed as described by the Gaumard Documentation; (c) any modification of the Gaumard Software not performed by or authorized by Gaumard; (d) any use of Gaumard Software by End User after End User learns of such allegation of infringement; (e) any failure by End User to utilize a non-infringing version of the Gaumard Software made available by Gaumard along with notice that such update is non-infringing; or (f) Customer's use of an earlier version or versions of the Gaumard Software for which Gaumard has made an update available and Customer either did not obtain or did not install the updated version(s). The obligations set forth in this Section 5.3 are Gaumard's sole obligations, and End User's sole and exclusive remedy, for any claims that Gaumard Software infringes third party intellectual property rights.

6. Miscellaneous.

6.1 Binding Effect; Assignment. This EULA will be binding upon, and inure to the benefit of, End User's and Gaumard's respective permitted successors and permitted assigns. Neither Party may assign or transfer this EULA or any of the rights, privileges, duties or obligations under this EULA without the prior written consent of the other Party, except that either Party may assign this Agreement to any entity controlled by, controlling, or under common control with such Party, as well as in connection with the sale, transfer, merger, or acquisition, whether by operation of law or otherwise, of substantially all of the assets of a Party.

6.2 Notices. Any written notice required by this EULA will be deemed made (a) when delivered by personal service; (b) upon receipt after being sent by recognized international overnight courier service (such as FedEx); or (c) when received, if sent by certified or registered mail, postage prepaid, return receipt requested. Any such notice given to a Party shall be sent to the addresses on the attached Gaumard Purchase Order. By giving to the other Party written notice thereof, the Parties and their respective permitted successors and assigns will have the right from time to time to change by written notice their respective addressee or address for notices.

6.3 Applicable Law. The validity of this EULA and the rights, obligations and relations of the Parties hereunder shall be construed and determined under and in accordance with the substantive laws of the State of Florida, without regard to its provisions on conflicts of laws. All disputes arising under or related to this EULA shall be resolved exclusively in the State or Federal Courts located in the City of Miami, County of Dade County, State of Florida. The Parties consent to the jurisdiction and venue of such Courts and waive any claims as to inconvenient forum. The judgments of such Courts may be enforced in any court of competent jurisdiction.

6.4 Export Control. End User will not export or re-export the Gaumard Software, including any technical data, except as authorized and permitted by, and in compliance with, the laws and regulations, including but not limited to all export and re-export laws and regulations, of the United States.

6.5 Severability. If any provision of this Agreement is held illegal or unenforceable by a court of competent jurisdiction in a judicial proceeding, such provision shall be severed and shall be inoperative, and the remainder of this Agreement shall remain operative and binding on the Parties.

6.6 Entire Agreement. This EULA constitutes the entire Agreement and understanding of the Parties relating to the subject matter of this EULA. This EULA supersedes all prior written and oral

agreements and all other communications between End User and Gaumard (or a Gaumard distributor) regarding the subject matter of this EULA. No contradictory terms and conditions of any purchase order, invoice, or other document issued by End User relating to the subject matter of this EULA shall be binding, unless agreed by the parties.

6.7 Waiver of Breach**.** No waiver by a Party of any breach of this EULA will constitute a waiver of any other breach of the same or other provisions of this EULA. No waiver by a Party will be effective unless made in a record signed or otherwise authenticated by an authorized representative of such Party.

6.8 Relationship of the Parties. The Parties are independent contractors. Nothing in this EULA or in the activities contemplated by the Parties will be deemed to create an agency, partnership, employment or joint venture relationship between the Parties. Neither Party will have any responsibility or liability for the actions of the other Party except as expressly provided in this EULA. Neither Party will have any right or authority to bind or obligate the other party in any manner or make any representation or warranty on behalf of the other Party. This EULA is made and entered into for the sole protection and benefit of Gaumard, its licensors and suppliers, and End User as listed on the Gaumard Purchase Order for the Gaumard Products and Services. No other person or entity shall be a direct or indirect beneficiary of this EULA nor shall any other party or entity have any direct or indirect cause of action or claim arising from this EULA.

6.9 Fraud and Abuse. Gaumard hereby represents that, to the extent applicable based on the Products and Services provided, it is not currently a listed vendor in the: (a) Federal General Services Administration's "List of Parties Excluded from Federal Procurement or Nonprocurement Programs" in accordance with Presidential Executive Orders 12549 and 12689 "Debarment and Suspension;" and (b) Office of the Inspector General of the Department of Health and Human Services' "List of Excluded Individuals/Entities." Any discounted pricing terms offered under this Agreement may be a "discount or other reduction in price" under the Federal Anti-Kickback Statute, 42 U.S.C. § 1320a-7b(b). Customer shall take all actions necessary to comply with the Anti-Kickback Statute discount safe harbor regulations, 42 C.F.R. § 1001.952(h), including but not limited to: (1) maintaining accurate records reflecting the pricing terms of items and Services purchased under this Agreement; (2) fully and accurately report any discount received under this Agreement if applicable; and (3) make available information provided to Customer by Gaumard concerning cost reports and other filings with the government, including but not limited to, the Secretary of the U.S. Department of Health and Human Services or other state agencies.

6.10 Regulatory Compliance. The Parties agree to conduct their relationship in full compliance with all applicable state, federal and local laws and regulations, including but not limited to, the federal Anti-Kickback Statute (42 U.S.C. §1320a-7b(b)). The Parties agree that no part of this Agreement shall be construed to induce or encourage patients or the purchase of health care services or supplies. The Parties acknowledge that there is no requirement under this Agreement that any party refer any patients to any health care provider or purchase any health care goods or services from any source.

14700 SW 136th Street
Miami, FL 33196
T: 305-971-3790 | F: 305-252-0755

EXCLUSIVE ONE-YEAR LIMITED WARRANTY

Gaumard warrants that if the accompanying Gaumard product proves to be defective in material or workmanship within one year from the date on which the product is shipped from Gaumard to the customer, Gaumard will, at Gaumard's option, repair or replace the Gaumard product.

This limited warranty covers all defects in material and workmanship in the Gaumard product, except:

1. Damage resulting from accident, misuse, abuse, neglect, or unintended use of the Gaumard product;

2. Damage resulting from failure to properly maintain the Gaumard product in accordance with Gaumard product instructions, including failure to properly clean the Gaumard product; and

3. Damage resulting from a repair or attempted repair of the Gaumard product by anyone other than Gaumard or a Gaumard representative.

This one-year limited warranty is the sole and exclusive warranty provided by Gaumard for the accompanying Gaumard product, and Gaumard hereby explicitly disclaims the implied warranties of merchantability, satisfactory quality, and fitness for a particular purpose. Except for the limited obligations specifically set forth in this one-year limited warranty, Gaumard will not be liable for any direct, indirect, special, incidental, or consequential damages, whether based on contract, tort, or any other legal theory regardless of whether Gaumard has been advised of the possibilities of such damages. Some jurisdictions do not allow disclaimers of implied warranties or the exclusion or limitation of consequential damages, so the above disclaimers and exclusions may not apply and the first purchaser may have other legal rights.

This limited warranty applies only to the first purchaser of the product and is not transferable. Any subsequent purchasers or users of the product acquire the product "as is" and this limited warranty does not apply.

This limited warranty applies only to the products manufactured and produced by Gaumard. This limited warranty does not apply to any products provided along with the Gaumard product that are manufactured by third-parties. For example, third-party products such as computers (desktop, laptop, tablet, or handheld) and monitors (standard or touch-screen) are not covered by this limited warranty. However, third-party products are covered by the warranties provided by the respective third-party manufacturers and such warranties are transferred from Gaumard to purchaser upon purchase of the Gaumard product. Defects in third-party products are covered exclusively by the warranties provided by the third-parties. Gaumard does not provide any warranty, express or implied, with respect to any third-party products. Please contact the third-party manufacturer for information regarding the availability of extended warranties for third-party products.

Any waiver or amendment of this warranty must be in writing and signed by an officer of Gaumard.

In the event of a perceived defect in material or workmanship of the Gaumard product, the first purchaser must:

1. Contact Gaumard and request authorization to return the Gaumard product. Do NOT return the Gaumard product to Gaumard without prior authorization.

2. Upon receiving authorization from Gaumard, send the Gaumard product along with copies of (1) the original bill of sale or receipt and (2) this limited warranty document to Gaumard at 14700 SW 136 Street, Miami, FL, 33196-5691 USA.

3. If the necessary repairs to the Gaumard product are covered by this limited warranty, then the first purchaser will pay only the incidental expenses associated with the repair, including any shipping, handling, and related costs for sending the product to Gaumard and for sending the product back to the first purchaser (INCLUDING BOXES). However, if the repairs are not covered by this limited warranty, then the first purchaser will be liable for all repair costs in addition to costs of shipping and handling.

SCHOOL DISTRICT OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

1. **CONFLICTING TERMS: Notwithstanding any provision to the contrary in the agreement to which this Rider is attached and made a part of, the parties hereby agree that in the event of a conflict between the terms of the agreement and the terms of this rider, this rider shall control.**

2. **COMPLIANCE WITH JESSICA LUNSFORD ACT: C**ontractor and their subcontractors shall comply with the Jessica Lunsford Act (JLA). Contractor/subcontractor shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Contractor, Contractor's personnel and subcontractors who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Contractor hereby indemnifies and holds harmless the District for any claims made against the District related to the failure of Contractor or Contractor's personnel or subcontractors to comply with any of the laws referenced in this paragraph or related to Contractor's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

   For information on JLA, requirements visit http://www.manateeschools.net/jessicalunsford. The Contractor information sheet, addendum A, must be completed and returned with the signed contract where the contractor is performing services on any District property.

3. **CHILD NEGLECT:** The Contractor and its agents and employees shall be subject to the requirements of §39.201, Florida Statutes, that requires the duty to report all actual or suspected cases of child abuse, abandonment or neglect to the statewide toll-free telephone number of the central abuse hotline.

4. **INDEMNIFICATION:** Contractor shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by the Contractor, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement. Notwithstanding anything contained herein to the contrary, if any provision of this Agreement or its incorporated exhibits obligates the District to indemnify the Contractor, District's obligation to indemnify the Contractor shall only be to the extent permitted by law and subject to the applicable limitations set forth in Section 768.28, Florida Statues.

5. **INSURANCE:** The Contractor shall furnish the District with proof of:

   (1) Statutory Limits of Worker's Compensation in compliance with Chapter 440, Florida Statute, if required.
   (2) Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence.
   (3) a. Automobile Liability Insurance in an amount equal to or greater than $1,000,000.00 per person.
   b. Automobile Liability Insurance equal to or greater than $1,000,000.00 per occurrence for property damage or $1,000,000.00 combined single limit.
   (4) Contractual Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence. Policy must include endorsement for indemnification in the event third party damages are sought against the School District.
   (5) Completed Operations Endorsement equal to or greater than $1,000,000.00 per occurrence.
   (6) Independent Contractors Endorsement in an amount equal to or greater than $1,000,000.00 per occurrence.

   Certificate(s) of Insurance listing The School District of Manatee County, Florida, as an additional insured must be received by District's Risk Manager within 10 days after the Effective Date of this Agreement. Any policy shall include substantially the following provision: The School District of Manatee County, Florida, shall be furnished written notice 30 days in advance of the effective date of any reduction in or cancellation of this policy." Contractor shall immediately notify District upon lapse in coverages required by this Agreement or cancellation of any of the insurance policies. Contractor shall not provide any services under this Agreement during any such period of lapse or after cancellation of the insurance coverages required herein without the express written permission of the District's Risk Manager. District shall be under no obligation to pay Contractor for any services provided or for any costs associated with this Agreement for any period of time concurrent with any lapse in coverage.

6. **SOVEREIGN IMMUNITY**: Contractor acknowledges and agrees that the District does not waive its immunity and nothing herein, including the naming of the District as an additional insured, shall be interpreted or deemed as a waiver of the District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by the District.

7. **THIRD PARTY BENEFICIARIES:** The parties to this Agreement do not intend that this Agreement benefit any third party, and nothing herein should be construed as consent by either party to be sued by third parties in any matter arising out of this Agreement.

8. **ACCESS TO AND RETENTION OF DOCUMENTATION:** The District, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Contractor which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records that are directly related to this Agreement, and records required under any state or federal rules, regulations or laws respecting audit, for a period of five District fiscal years after completion or termination of this Agreement.

9. **COMPLIANCE WITH THE PUBLIC RECORDS ACT:** By entering into this Agreement, Contractor acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Contractor is

performing services on behalf of District, Contractor shall:

a. Keep and maintain public records required by District to perform pursuant to the Agreement.

b. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Contractor does not transfer the records to District.

d. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Contractor or keep and maintain public records required by District to perform the service. If Contractor transfers all public records to District upon completion of this Agreement, Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Contractor keeps and maintains public records upon completion of this Agreement, Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 941-708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET, 215 MANATEE AVENUE WEST, BRADENTON, FLORIDA, 34205.

10. **TERMINATION FOR CAUSE:** Either Party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching Party must provide written notice of the material breach and a thirty (30) day cure period. Payments made to Contractors or recoveries by The District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by the Contractor to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Contractor in conjunction with this Agreement.

11. **TERMINATION FOR CONVENIENCE:** This Agreement may be terminated by the District or Contractor for any lawful reason or for no reason by giving the other party no less than 30 days written notice of intent to terminate. Contractor shall be entitled to payment and profit for work completed to the time of termination only together with any costs reasonably incurred by Contractor that are directly attributable to the termination, but Contractor shall not be entitled to any other or further recovery against District, including anticipated fees, profit on work not required to be performed, or attorneys' or legal fees and costs.

12. **ENTIRE AGREEMENT:** This Agreement and its Exhibits, if any, constitute the final and entire agreement between the parties with respect to the subject matter contained herein and are intended to be an integration of all prior negotiations and understandings. The Agreement and its Exhibits supersede all prior agreements, negotiations, understandings, and representations, whether written or oral. Consultant and District shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein. This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument.

13. **AMENDMENTS:** This Agreement may not be amended, canceled, changed, discharged, modified, rescinded, supplemented, or terminated other than as expressly provided herein, except by any instrument in writing executed by all parties hereto.

14. **WAIVER**: The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

15. **GOVERNING LAW**: This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. Venue for resolution of all disputes, whether by mediation, arbitration, or litigation shall lie in Manatee County, Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted exclusively to the jurisdiction of the state courts of the Twelfth Judicial Circuit of Manatee County, Florida. The parties forever waive the right to trial by jury for all litigation between the parties arising out of or related to this Agreement. The parties agree to have any such dispute settled by a judge alone, without a jury.

16. **BINDING EFFECT:** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and permitted assigns.

17. **ASSIGNABILITY:** The parties may not assign this Agreement or any right or obligation of this Agreement without prior written consent of the other party.

18. **FORCE MAJEURE:** The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. If the Force Majeure persists more than 90 days, any party may elect to terminate this Agreement upon written notice per paragraph 11, Termination for Convenience.

19. **SEVERABILITY:** If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

20. **NOTICE; ELECTRONIC COMMUNICATIONS:** Any and all notices, approvals, claims, consents, demands, requests, or other communications between the parties (Notices) shall be in writing. All Notices pertaining to breach or termination or to designate a different recipient or address for notice shall be given by hand-delivery in person or sent by certified mail, postage prepaid, return receipt requested, and addressed as follows:

If to Contractor:	Name of firm, Contact Name, Address Gaumard Scientific Company, Inc. Attn.: Legal Department 14700 SW 136th Street Miami, FL 33196
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

All other Notices shall be hand delivered, sent by certified or registered mail, return receipt requested, sent by facsimile, or sent by electronic mail or other electronic means and addressed to the respective representatives at the addresses they respectively designate. All Notices shall be deemed effective and received upon actual receipt by the party to which such notice is given if hand delivered, sent by facsimile, electronic mail or other electronic means or 5 days after mailing, whichever occurs first.

21. **AUTHORITY TO EXECUTE:** The individual executing this Agreement on behalf of the Contractor is duly and fully authorized to execute this Agreement on behalf of the Contractor and to bind the Contractor to each and every condition and covenant of the Agreement.

22. **INDEPENDENT CONTRACTOR:** Contractor is an independent contractor and District has no supervisory authority or control over Contractor or Contractor's employees in the performance of this Agreement. Neither Contractor nor Contractor's employees shall be deemed agents or employees of District and any representation to the contrary by Contractor or its employees shall constitute a violation of this Agreement and shall be grounds for immediate Termination for Cause. Contractor shall not employ, contract with, or otherwise use the services of any officer or employee of District. Contractor certifies that its owner(s), officers, directors or agents, and members of their Immediate family, do not have an employee relationship or other material Interest with District.

23. **STANDARDS OF CONDUCT:** Contractor will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District Policies, will apply to Contractor's employees and employees of Contractor's subcontractors.

24. **COMPLIANCE WITH REGULATIONS:** Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Contractor will in no way be a cause for relief from responsibility. Contractor shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Contractor must not be in violation of any zoning or other ordinances in the performance of this Agreement.

25. **SCHOOL DISTRICT POLICY:** In accordance with District policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

26. **SAFETY STANDARDS**: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

27. **TAX EXEMPTIONS:** When purchasing directly from a supplier the District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

28. **POSSESSION OF FIREARMS:** Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Contractor, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Contractor and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the meaning given in Section 790.001, Florida Statutes.

29. **CRIMINAL ACTS:** Employment and performing work relative to the Agreement by the Contractor, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Contractor agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Contractor does not comply with this provision.

30. **POSSESSION/USE/UNDER THE INFLUENCES OF MIND-ALTERING SUBSTANCES:** Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Contractor's employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from

performing work relative to the Agreement by Contractor. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

31. **CONTACT WITH STUDENTS:** Unless otherwise specified, Contractor will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement to have direct or indirect contact with students while performing pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and the issuance of a trespass notice from District. Contractor shall be responsible for insuring compliance by all employees, independent contractors, subcontractors or other persons involved in any manner with work pursuant to this Agreement.

32. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

33. **INVOICE REQUIREMENTS:** The invoice shall contain the following basic information: the Contractor's name and address, invoice number, date of invoice, description of the service performed, the contract number, purchase order number, and any discounts. The invoice shall be in detail sufficient for a proper pre-audit and post audit thereof. Each bill or invoice must properly identify the services, portion of services, and expenses for which compensation is sought.

34. **PAYMENT:** The District complies with the Local Government Prompt Payment Act (sections 218.70-218.80 Florida Statutes). required by the Local Government Prompt Payment Act, invoice payment is Net 45 days from the date of delivery or the receipt of satisfactory invoice, whichever occurs last, unless invoices specify early payment discounts. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.

35. **FREIGHT CHARGES**: Vendor(s) shall ship all materials F.O.B. DESTINATION. Shipments sent freight collect will be subject to refusal at receiving point. It shall be the responsibility of the shipper to replace damaged and/or lost shipments. The District shall have seven (7) days following the delivery of material to inspect such materials. The District shall furnish Freight inspection reports to the shipper within seven (7) days following the delivery of the material promptly upon receipt from the carrier, however, it will be the shipper's responsibility to file a claim against the carrier.

36. **EMPLOYMENT ELIGIBILITY VERIFICATION ("E-VERIFY"):** By entering into this Agreement with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning July 1, 2023, a private employer with 25 or more employees shall use the E-Verify system to verify a new employee's employment eligibility, located at https://e-verify.uscis.gov/emp. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.
The Contractor will require all Subcontractors who work on this contract to use the E-Verify System for any subcontracted employees hired during this contract. The Contractor will verify Subcontractor's compliance with an affidavit stating whether the Subcontractor uses the E-Verify System as evidenced by Subcontractor's E-Verify System Number or that the Subcontractor is not an unauthorized alien and does not employ, contract with or subcontract with unauthorized aliens defined by this statute. The Contractor will maintain and provide the Subcontractor's affidavits to the School District on request during this contract.

Termination: With good faith belief that the Contractor knowingly violated this section, the School District will terminate the contract. Further, with good faith believe that the Subcontractor knowingly violated this section, the School District will promptly notify the Contractor and the Contractor will immediately terminate the Contractor's contract with the Subcontractor. A contract terminated for noncompliance with E-Verify is not a breach of contract and may not be considered as such.

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER:
801402

37. **CERTIFICATION REGARDING SCRUTINIZED ACTIVITIES:** Section 287.135(2)(a), Florida Statutes, prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of any amount if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, Florida Statutes, or is engaged in a boycott of Israel. Section 287.135(2)(b), Florida Statutes, further prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of one million dollars or more if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in Iran Terrorism Sectors List, created pursuant to Section 215.473, Florida Statutes, or the company is engaged in business operations in Cuba or Syria. Entering into this Agreement constitutes certification by Contractor that it is not listed on any of the following: (a) the Scrutinized Companies that Boycott Israel List, (b) Scrutinized Companies with Activities in Sudan List, or (c) the Scrutinized Companies with Activities in Iran Terrorism Sectors List. Contractor further certifies that it is not engaged in a boycott of Israel or engaged in business operations in Cuba or Syria. Contractor acknowledges that pursuant to Section 287.135, Florida Statutes, the submission of a false certification may subject it to civil penalties, attorney's fees, and/or costs. Contractor further understands that this Agreement with District for goods or services of any amount may be terminated at District's option if Contractor (a) is found to have submitted a false certification, (b) has been placed on the Scrutinized Companies with Activities in Sudan List, (c) has been engaged in business operations in Cuba or Syria, (d) has been placed on a list created pursuant to Section 215.473, Florida Statutes, relating to scrutinized active business operations in Iran, (e) has been placed on

the Scrutinized Companies that Boycott Israel List, or (f) is engaged in a boycott of Israel.

38. **LEGAL FEES AND COSTS**: Each party shall be solely responsible for paying its attorneys' fees and costs and paralegals' fees and costs in any dispute, litigation, trial, appeal, bankruptcy proceedings, post-judgment proceeding, dispute resolution proceeding, settlement negotiation or pre-litigation negotiation, or otherwise arising under this Agreement.

39. **TIME OF THE ESSENCE:** Time is of the essence with regard to all dates and times set forth in this Agreement. Any reference herein to time periods of 7 days or less shall, in the computation thereof, exclude Saturdays, Sundays, and legal holidays under the laws of the State of Florida or the United States of America. Any time period provided for herein which shall end on a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America, shall extend to 5 P.M. of the next day that is not a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America. All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time. The term "day" as used herein shall in all cases mean a consecutive 24-hour day running from midnight to midnight (also known as a calendar day).

40. **FEDERAL GRANTS TERMS AND CONDITIONS:** When Federal funds are expended by the District, Contractor shall comply with all applicable provisions of Appendix II Part 200 Contract Provisions for non-Federal Entity Contracts Under Federal Awards as may be amended from time to time.

41. **RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS 2 CFR §200.334:** When federal funds are expended in accordance with this Agreement, Contractor certifies that Contractor will comply with the record retention requirements detailed in 2 CFR §200.334. Contractor further certifies that Contractor will retain all records as required by 2 CFR §200.334 for a period of three years after final expenditure or financial reports, as applicable, and all other pending matters are closed.

42. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:
Exhibit A – Contractor Information Form
Exhibit B - Appendix II to Part 200
Exhibit C - Contractor Sales Terms and Conditions
Exhibit D – Contractor End User License Agreement
Exhibit E – Contractor Exclusive One Year Limited Warranty
Exhibit F – Contractor Quotation

In the event of a conflict between the terms and conditions provided in body of this Rider Agreement and any Exhibit, the provisions of the Rider and Exhibits A and B contained within the body of this Agreement shall prevail unless the term or provision in the Exhibit specifically states that it shall prevail.

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REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.	
CONTRACTOR/COMPANY NAME Gaumard Scientific Co., Inc.	ADDRESS 14700 SW 136th Street, Miami, FL 33196
PHONE 305-971-3790	EMAIL sales@gaumard.com
TYPE OR PRINT NAME Peter Eggert	TITLE Senior Vice President
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE	EMAIL
TYPE OR PRINT NAME	TITLE

SIGNATURES

	02/08/2024		
Contractor	Date	Deputy Superintendent (up to $24,999.99)	Date
School Principal	Date	Superintendent (no greater than $49,999.99)	Date
Pamela D'Agostino	2/13/2024		
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $49,999.99)	Date

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME:

TELEPHONE NUMBER:

LIST EMPLOYEE(s) THAT WILL BE DOING WORK FOR THE SCHOOL DISTRICT OF MANATEE COUNTY: Please print clearly and duplicate form as needed. Please list badge expiration for all employees who currently have a contractor's badge. If a designated employee does not have a contractor's badge, indicate their Appointment Date and Time for fingerprinting.

Please reference the District website for JLA requirements: https://www.manateeschools.net/

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Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time
N/A		

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

Title 2 —Grants and Agreements
Subtitle A —Office of Management and Budget Guidance for Grants and Agreements
Chapter II —Office of Management and Budget Guidance
Part 200 —Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Source: 85 FR 49543, Aug. 13, 2020, unless otherwise noted.
Source: 85 FR 49539, Aug. 13, 2020, unless otherwise noted.
Authority: 31 U.S.C. 503
Source: 78 FR 78608, Dec. 26, 2013, unless otherwise noted.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non- Federal entity under the Federal award must contain provisions covering the following, as applicable.

A. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

B. All contracts in excess of $10,000 must address termination for cause and for convenience by the non- Federal entity including the manner by which it will be effected and the basis for settlement.

C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964–1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

D. Davis-Bacon Act, as amended (40 U.S.C. 3141–3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non- Federal entity must report all suspected or reported violations to the Federal awarding agency.

E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701–3708). Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

G. Clean Air Act (42 U.S.C. 7401–7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251–1387), as amended—Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401–7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251–1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

H. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement

Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

I. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

J. 200.323 Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.
(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

(2) Extend or renew a contract to procure or obtain; or

(3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

(i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

(ii) Telecommunications or video surveillance services provided by such entities or using such equipment.

(iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(b) In implementing the prohibition under Public Law 115–232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained.

(c) See Public Law 115–232, section 889 for additional information.

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.
(a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

(b) For purposes of this section:

(1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

(2) "Manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

M. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964– 1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."200.322 Domestic preferences for procurements.

AGENDA ITEM NO. 10.7

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Use of the Lake County Bid on Fire Equipment, Supplies and Services, SDMC No. 24-0112-BS, Estimated in the amount of $100,000.00 (Multiple Funding Sources)

Executive Summary
Lake County, Florida issued a bid for fire equipment parts, supplies and services, #22-730 and repair services for vehicles and operating equipment #21-0714. The products and services purchased from the bids will be utilized to purchase and repair fire and emergency medical technician (EMT) equipment for the District Fire and EMT Academy and other District programs.

The requested contract for fire equipment, supplies and services # 22-730 is for the period of April 9, 2024 through July 31, 2025 with the option to renew for an additional two-year period through July 31, 2027. The requested contract is for repair services for vehicles and operating equipment # 21-0714 is for the period of April 9, 2024 through September 30, 2024 with the option to renew for two additional one-year periods through September 30, 2026. Additional awarded suppliers may be added as needed throughout the contract periods.

Vendors agreed to extend the pricing to the School District of Manatee County under the same terms and conditions as the Lake County bids. Copies of the bids specifications and pricing are on file in the purchasing department. It was determined to be in the best interest of the District to utilize these bids.

Historical expenditures are as follows:

- YTD 2023 – 2024 $48,543.46
- 2023 – 2022 $21,179.47
- 2021 – 2022 $92,301.71

Rule 6A-1.012(6), Florida Administrative Code, states "[i]n lieu of requesting competitive solicitations from three (3) or more sources, district school boards may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements, when the proposer awarded a contract by another entity defined herein will permit purchases by a district school board at the same terms, conditions, and prices (or below such prices) awarded in such contract, and such purchases are to the economic advantage of the district school board."

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

Lake County awarded their bids to Ten-8 Fire and Safety, Bradenton, FL, Florida Document No. L21000001550.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready For Life | Goal 9
Advance career-centered programs across the District to provide quality post-high school education and employment opportunities

Recommendation

The Superintendent recommends approval of the use of the Lake County bid on fire equipment, supplies and services, SDMC No. 24-0112-BS, estimated in the amount of $100,000.00 (Multiple Funding Sources).

Financial Impact

The funding source for these annually estimated expenditures are included in the General Funds, Special Projects, Federal Projects and Capital Accounts expenditures and are included in the school sites and departments approved budgets for 2023-2024.

Contact

Submitting Department: Adult, Career and Technical Education
Initiated By: Dr. Paul Gansemer

Attachments:
22-730 Scope of Services
22-730 Ten-8 Fire Equipment
22-730 2A Service Bid Tabulation
22-730 2B Equipment Bid Tabulation
22-730k Ten 8 Renewal
21-0714 Scope of Services
21-0714 Bid Tabulation
21-0714 Ten-8 Fire and Safety

EXHIBIT A – SCOPE OF SERVICES **22-730**

FIRE EQUIPMENT, SUPPLIES, AND SERVICES

The County is establishing a vendor pool for fire equipment, supplies, and services. The County does not guarantee a dollar amount to be expended on any resulting contract(s).

1. SCOPE OF SERVICES

All items purchased shall be in accordance with all governmental standards to include, but not be limited to, those issued by the Occupational Safety and Health Administration (OSHA), the National Institute of Occupational Safety Hazards (NIOSH), and the National Fire Protection Association (NFPA). MSDS sheets shall be provided with the shipment of any hazardous materials as required by 29 CFR 1910.1200.

2. CONTRACTOR'S RESPONSIBILITIES

Contractor shall:

2.1. Provide a website address for product and price lists for viewing and downloading.

2.2. Provide (upon request) a downloadable file of current catalog and manufacturer's price lists for the brands quoted.

2.3. Provide all labor, material, and equipment necessary for contract performance.

2.4. Provide an intensive training program to County staff regarding the use of the products or services supplied.

2.4.1. Contractor shall bare all costs of registration fees, manuals, texts, or instructional materials associated with the required training.

2.4.2. Training shall be at no additional cost to the County.

3. DELIVERY REQUIREMENTS AND ACCEPTANCE

3.1. Deliveries shall be FOB Destination – Inside Delivery.

3.2. Delivery will be to a county location named during order placement.

3.3. Deliveries shall be made within ten (10) calendar days and during regular business hours

3.3.1. Monday through Friday, 8:00 a.m. to 5:00 p.m.

3.3.2. Excludes County Holidays

3.4. Emergency orders shall be delivered within forty-eight (48) hours.

3.4.1. The County will advise when the order is an emergency.

3.4.2. Emergency/Disaster deliveries may be required during non-business hours.

3.5. Back orders shall be filled within ten (10) calendar days from the initial scheduled delivery.

3.5.1. Back orders may be cancelled after shipment period has lapsed.

3.6. County staff may pick-up in person if authorized in writing by supervisor.

3.6.1. Contractor shall maintain a copy of the written authorization.

3.7. County reserves the right to cancel an order after the order shipment period has lapsed.

4. REBATES AND SPECIAL PROMOTIONS

4.1. All rebates and special promotions offered by a manufacturer shall be passed on to the County.

4.2. Contractor shall be responsible to notify the County of rebates or special promotions.

4.3. Special promotions shall be offered to the County if pricing is lower than contract pricing.

5. REPAIR SERVICES

5.1. Hourly rates shall be straight-time and be full compensation for labor, equipment use, travel time, and any other incidentals.

5.2. Contractor shall possess all required equipment necessary to make effective repairs.

5.3. Contractor shall be factory certified to service equipment.

5.4. Contractor shall assume risk of loss or damage to County property until returned and accepted by County.

5.5. Contractor shall submit a written estimate for each service project.

5.5.1. The estimate shall be itemized and include:

5.5.1.1. Anticipated start date and completion date.

5.5.1.2. Number of hours at contracted hourly wages for project completion

5.5.1.3. List price of materials and discount per Attachment 2 – Pricing Sheet.

5.5.1.4. Lump sum estimates are not acceptable.

5.6. No work shall commence without a written Notice to Proceed.

5.7. All materials, workmanship, and equipment shall be subject to inspection and approval.

5.8. The Contractor shall correct all deficiencies/defects in work failing to conform to standard within ten (10) calendar days of notification at Contractor's expense.

6. TRAINING

6.1. Contractor shall supply a minimum of one (1) comprehensive repair and parts manual.

6.1.1. Manuals shall be included with equipment upon delivery.

6.1.2. Manuals may be electronic.

7. WARRANTY REQUIREMENTS

7.1. The Contractor agrees that all materials shall be new, warranted for their merchantability, and fit for a particular purpose.

7.2. The Contractor agrees that the product and/or service furnished shall be covered by the most favorable commercial warranty.

7.3. Contractor shall assume the risk of loss of damage to the County's property during possession and until delivery and acceptance of property to the County.

7.4. The Contractor shall correct all apparent or latent deficiencies, defects in work, or any work that fails to conform at the Contractor's expense within ten (10) calendar days.

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LAKE COUNTY, FL
REAL FLORIDA • REAL CLOSE

CONTRACT NO. 22-730K
For
Fire Equipment, Supplies, and Services

LAKE COUNTY, FLORIDA, a political subdivision of the State of Florida, through its Board of County Commissioners (hereinafter "County") does hereby accept, with noted modifications, if any, the bid of **Ten-8 Fire Equipment, Inc.** (hereinafter "Contractor") to supply **Fire Equipment, Supplies, and Services** to the County pursuant to County Bid number 22-730 with any included addenda (hereinafter "Bid"), with an opening date of 4/26/2022, and Contractor's Bid response dated 3/24/2022, thereto with all County Bid provisions governing.

A copy of the Contractor's signed Bid is attached hereto and incorporated herein, thus making it a part of this Contract except that any items not awarded have been struck through. The attachments noted below (if any) are attached hereto and are also made a part of this Contract.

ATTACHMENTS:
Addendum 1 & 2, Exhibit A – Scope of Work, Exhibit B – Insurance Requirements, Attachment 1 – Submittal Form with General Terms & Conditions acceptance, Attachment 2 – Pricing Sheet

No financial obligation under this Contract shall accrue against the County until a specific purchase transaction is completed pursuant to the terms and conditions of this Contract.

Contractor shall submit the documents hereinafter listed prior to commencement of this Contract: **N/A**

The County's Procurement Services Director shall be the sole judge as to the fact of the fulfillment of this Contract, and upon any breach thereof, shall, at his option, declare this Contract terminated, and for any loss or damage by reason of such breach, whether this Contract is terminated or not, said Contractor and their surety for any required bond shall be liable.

This Contract is effective from 8/1/2022 through 7/31/2023, except the County reserves the right to terminate this Contract immediately for cause and/or lack of funds and with thirty (30) day written notice for the convenience of the County. This Contract provides for two (2) two (2) year renewals at Lake County's sole option at the terms noted in the Bid.

Any and all modifications to this Contract must be in writing signed by the County's Procurement Services Director.

LAKE COUNTY, FLORIDA

By: Gretchen Bechtel, CPPB
Contracting Officer II
Date: 07/26/2022

Distribution: Original-Bid File
Copy-Contractor
Copy-Department

ADDENDUM NO. #2 **22-730**

LAKE COUNTY, FL
REAL FLORIDA · REAL CLOSE
Office of Procurement Services
P.O. Box 7800 • 315 W. Main St., Suite 441 • Tavares, FL 32778

SOLICTATION: Fire Equipment, Supplies, and Services 04/12/2022

Vendors are responsible for the receipt and acknowledgement of all addenda to a solicitation. Confirm acknowledgement by including an electronically completed copy of this addendum with submittal. Failure to acknowledge each addendum may prevent the submittal from being considered for award.

THIS ADDENDUM DOES NOT CHANGE THE DATE FOR RECEIPT OF PROPOSALS.

QUESTIONS/RESPONSES

Q1. Section 5.0 Method of Award - Is it the County's intention to award to multiple vendors as they have done in the past?

R1. Per Section 5.0 Method of Award; The County reserves the right to make awards on a lowest price basis by individual item, group of items, all or none, or a combination; with one or more Vendors

Q2. Section 3.0 Delivery Requirements and Acceptance – bid calls for delivery of all products within 10 calendar days. For items in stock this is possible, but for items on order the delivery time will vary by product and brand. The delivery time can be given when a quote is requested.

R2. Per Section 3.0 Delivery Requirements and Acceptance Section 3.5.1 Back order may be cancelled after the shipment period has lapsed. Cancellation of orders are at the discretion of the County.

Q3. Certain manufacturers are now including a significant surcharge to our cost which is in addition to the list price. For the county to purchase these brands off this contract, a surcharge will need to be allowed.

R3. The solicitation provides for percent off list price. Cost shall be in accordance with contract pricing. Any additional fees shall be borne of the vendor.

ACKNOWLEDGEMENT

Firm Name: Ten-8 Fire & Safety, LLC

I hereby certify that my electronic signature has the same legal effect as if made under oath; that I am an authorized representative of this vendor and/or empowered to execute this submittal on behalf of the vendor.

Signature of Legal Representative Submitting this Bid: *Richard Downer*
Date: 4/26/2022

Print Name: Richard Downer
Title: COO
Primary E-mail Address: debouwer@ten8fire.com
Secondary E-mail Address: cmorgan@ten8fire.com

ADDENDUM NO. #1 **22-730**

LAKE COUNTY, FL
REAL FLORIDA • REAL CLOSE
Office of Procurement Services
P.O. Box 7800 • 315 W. Main St., Suite 441 • Tavares, FL 32778

SOLICTATION: Fire Equipment, Supplies, and Services 03/28/2022

Vendors are responsible for the receipt and acknowledgement of all addenda to a solicitation. Confirm acknowledgement by including an electronically completed copy of this addendum with submittal. Failure to acknowledge each addendum may prevent the submittal from being considered for award.

THIS ADDENDUM DOES NOT CHANGE THE DATE FOR RECEIPT OF PROPOSALS.

QUESTIONS/RESPONSES

Q1. I reviewed the attachments for bid 22-730 on Lake County's website and it doesn't look like the attachments have any items that need to be priced. Is there a file with the equipment and supplies you would like pricing for?
R1. Attachments 2A and 2B – The vendor shall list manufacturer brands supported.

Q2. I am looking at the Bid/RFP Number: 22-730 bid opportunity and wanted to find if I am not seeing the Attachment 2B, properly? I have opened and downloaded, but I am not seeing any of the equipment or supplies listed.
R2. Attachments 2A and 2B – The vendor shall list manufacturer brands supported.

ACKNOWLEDGEMENT

Firm Name: Ten-8 Fire & Safety, LLC

I hereby certify that my electronic signature has the same legal effect as if made under oath; that I am an authorized representative of this vendor and/or empowered to execute this submittal on behalf of the vendor.

Signature of Legal Representative Submitting this Bid: *Richard Downer*
Date: 4/26/2022
Print Name: Richard Downer
Title: COO
Primary E-mail Address: debouwer@ten8fire.com
Secondary E-mail Address: cmorgan@ten8fire.com

EXHIBIT A – SCOPE OF SERVICES **22-730**
FIRE EQUIPMENT, SUPPLIES, AND SERVICES

The County is establishing a vendor pool for fire equipment, supplies, and services. The County does not guarantee a dollar amount to be expended on any resulting contract(s).

1. SCOPE OF SERVICES

All items purchased shall be in accordance with all governmental standards to include, but not be limited to, those issued by the Occupational Safety and Health Administration (OSHA), the National Institute of Occupational Safety Hazards (NIOSH), and the National Fire Protection Association (NFPA). MSDS sheets shall be provided with the shipment of any hazardous materials as required by 29 CFR 1910.1200.

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Contractor shall:

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2.2. Provide (upon request) a downloadable file of current catalog and manufacturer's price lists for the brands quoted.

2.3. Provide all labor, material, and equipment necessary for contract performance.

2.4. Provide an intensive training program to County staff regarding the use of the products or services supplied.

2.4.1. Contractor shall bare all costs of registration fees, manuals, texts, or instructional materials associated with the required training.

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3.5.1. Back orders may be cancelled after shipment period has lapsed.

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3.6.1. Contractor shall maintain a copy of the written authorization.

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5.1. Hourly rates shall be straight-time and be full compensation for labor, equipment use, travel time, and any other incidentals.

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5.5.1.1. Anticipated start date and completion date.

5.5.1.2. Number of hours at contracted hourly wages for project completion

5.5.1.3. List price of materials and discount per Attachment 2 – Pricing Sheet.

5.5.1.4. Lump sum estimates are not acceptable.

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7.2. The Contractor agrees that the product and/or service furnished shall be covered by the most favorable commercial warranty.

7.3. Contractor shall assume the risk of loss of damage to the County's property during possession and until delivery and acceptance of property to the County.

7.4. The Contractor shall correct all apparent or latent deficiencies, defects in work, or any work that fails to conform at the Contractor's expense within ten (10) calendar days.

[*The remainder of this page intentionally left blank*]

A. CONTRACTOR will purchase and maintain at all times during the term of this Contract, without cost or expense to the COUNTY, policies of insurance as indicated below, with a company or companies authorized to do business in the State of Florida, and which are acceptable to the COUNTY, insuring the CONTRACTOR against any and all claims, demands, or causes of action, for injuries received or damage to property relating to the performance of duties, services, or obligations of the CONTRACTOR under the terms and provisions of the Contract. An original certificate of insurance, indicating that CONTRACTOR has coverage in accordance with the requirements of this section must be received and accepted by the COUNTY prior to contract execution or before any work begins. It will be furnished by CONTRACTOR to the COUNTY'S Project Manager and Procurement Services Director within five working days of such request. The parties agree that the policies of insurance and confirming certificates of insurance will insure the CONTRACTOR in accordance with the following minimum limits:

i. General Liability insurance on forms no more restrictive than the latest edition of the Occurrence Form Commercial General Liability policy (CG 00 01) of the Insurance Services Office or equivalent without restrictive endorsements, with the following minimum limits and coverage:

Each Occurrence/General Aggregate	$1,000,000/2,000,000
Products-Completed Operations	$2,000,000
Personal & Adv. Injury	$1,000,000
Fire Damage	$50,000
Medical Expense	$5,000
Contractual Liability	Included

ii. Automobile liability insurance, including owned, non-owned, and hired autos with the minimum Combined Single Limit of $1,000,000

iii. Workers' compensation insurance based on proper reporting of classification codes and payroll amounts in accordance with Chapter 440, Florida Statutes, and any other applicable law requiring workers' compensation (Federal, maritime, etc.). If not required by law to maintain workers compensation insurance, the CONTRACTOR must provide a notarized statement that if he or she is injured, he or she will not hold the COUNTY responsible for any payment or compensation.

iv. Employers Liability with the following minimum limits and coverage:

Each Accident	$1,000,000
Disease-Each Employer	$1,000,000
Disease-Policy Limit	$1,000,000

B. Lake County, a Political Subdivision of the State of Florida, and the Board of County Commissioners, will be named as additional insured as their interest may appear all applicable policies. Certificates of insurance must identify the RFP or ITB number in the Description of Operations section on the Certificate.

C. CONTRACTOR must provide a minimum of 30 days prior written notice to the County of any change, cancellation, or nonrenewal of the required insurance.

D. Certificates of insurance must evidence a waiver of subrogation in favor of the COUNTY, that coverage must be primary and noncontributory, and that each evidenced policy includes a Cross Liability or Severability of Interests provision, with no requirement of premium by the COUNTY.

E. CONTRACTOR must provide a copy of all policy endorsements, reflecting the required coverage, with Lake County listed as an additional insured along with all required provisions to include waiver of subrogation. Contracts cannot be completed without this required insurance documentation. A certificate of insurance (COI) will not be accepted in lieu of the policy endorsements.

F. Certificate holder must be:

LAKE COUNTY, A POLITICAL SUBDIVISION OF THE STATE OF FLORIDA,
AND THE BOARD OF COUNTY COMMISSIONERS.
P.O. BOX 7800
TAVARES, FL 32778-7800

G. All self-insured retentions will appear on the certificates and will be subject to approval by the COUNTY. At the option of the COUNTY, the insurer will reduce or eliminate such self-insured retentions; or CONTRACTOR will be required to procure a bond guaranteeing payment of losses and related claims expenses.

H. The COUNTY will be exempt from, and in no way liable for, any sums of money, which may represent a deductible or self-insured retention in any insurance policy. The payment of such deductible or self-insured retention will be the sole responsibility of the CONTRACTOR or subcontractor providing such insurance.

I. CONTRACTOR will be responsible for subcontractors and their insurance. Subcontractors are to provide Certificates of Insurance to the COUNTY evidencing coverage and terms in accordance with the CONTRACTOR'S requirements.

J. Failure to obtain and maintain such insurance as set out above will be considered a breach of contract and may result in termination of the contract for default.

K. Neither approval by the COUNTY of any insurance supplied by CONTRACTOR, nor a failure to disapprove that insurance, will relieve CONTRACTOR of full responsibility of liability, damages, and accidents as set forth herein.

[The remainder of this page is intentionally left blank.]

The undersigned hereby declares that: Ten-8 Fire & Safety, LLC has examined and accepts the specifications, terms, and conditions presented in this Solicitation, satisfies all legal requirements to do business with the County, and to furnish **FIRE EQUIPMENT, SUPPLIES, AND SERVICES** for which Submittals were advertised to be received no later than 3:00 P.M. Eastern time on the date stated in the solicitation or as noted in an addenda. Furthermore, the undersigned is duly authorized to execute this document and any contracts or other transactions required by award of this Solicitation.

1.0 TERM OF CONTRACT

The Contract will be awarded for an initial one (1) year term with the option for two (2) subsequent two (2) year renewals. Renewals are contingent upon mutual written agreement.

The Contract will commence upon the first day of the next calendar month after Board approval. The Contract remains in effect until completion of the expressed and implied warranty periods. The County reserves the right to negotiate for additional services/items similar in nature not known at time of solicitation.

2.0 PAYMENT

The Contractor shall email the County's using department (egminer@lakecountyfl.gov) an accurate invoice within 30 calendar days after delivery. Invoices should reference the purchase/task order, ship date, tracking number, and ship-to address, list price, percent discount, and unit cost. Failure to submit invoices in the prescribed manner will delay payment.

Payments will be tendered in accordance with the Florida Prompt Payment Act, Part VII, Chapter 218, Florida Statutes. The County will remit full payment on all undisputed invoices within 45 days from receipt by the appropriate County using department. The County will pay interest not to exceed 1% per month on all undisputed invoices not paid within 30 days after the due date.

All pricing will be FOB Destination unless otherwise specified in this solicitation document. Pricing submitted will remain valid for a ninety (90) day period.

Vendor accepts MasterCard for payment: NO

3.0 CERTIFICATION REGARDING LAKE COUNTY TERMS AND CONDITIONS:

I certify that I have reviewed the General Terms and Conditions for Lake County Florida and accept the Lake County General Terms and Conditions dated 5/6/21 as written including the Proprietary/Confidential Information section. YES
Failure to acknowledge may result in Submittal being deemed non-responsive.

4.0 CERTIFICATION REGARDING FELONY CONVICTION:

Has any officer, director, or an executive performing equivalent duties, of the bidding entity been convicted of a felony during the past ten (10) years? NO

5.0 CONFLICT OF INTEREST DISCLOSURE CERTIFICATION:

Except as listed below, no employee, officer, or agent of the firm has any conflicts of interest, real or apparent, due to ownership, other clients, contracts, or interests associated with this project; and, this Submittal is made without prior understanding, agreement, or connection with any

corporation, firm, or person submitting a proposal for the same services, and is in all respects fair and without collusion or fraud. N/A

6.0 CERTIFICATION REGARDING BACKGROUND CHECKS:

Under any County Contract that involves Contractor or subcontractor personnel working in proximity to minors, the Vendor hereby confirms that any personnel so employed will have successfully completed an initial, and subsequent annual, Certified Background Check, completed by the Contractor at no additional cost to the County. The County retains the right to request and review any associated records with or without cause, and to require replacement of any Contractor employee found in violation of this requirement. Contractor shall indemnify the County in full for any adverse act of any such personnel in this regard. Additional requirements may apply in this regard as included within any specific contract award. YES

7.0 DISADVANTAGED BUSINESS ENTERPRISE PROGRAM

The County does not establish specific goals for minority set-asides however, participation by minority and non-minority qualified firms is strongly encouraged. If the firm is a minority firm or has obtained certification by the State of Florida, Office of Supplier Diversity, (OSD) (CMBE), please indicate the appropriate classification(s) not applicable not applicable
and enter OSD Certification Number N/A
and enter effective date N/A to date N/A

8.0 FEDERAL FUNDING REQUIREMENT:

N/A

9.0 RECIPROCAL VENDOR PREFERENCE:

N/A

10.0 GENERAL VENDOR INFORMATION:

Firm Name: Ten-8 Fire & Safety, LLC

Street Address: 2950 59th Avenue Drive East

City: Bradenton State and ZIP Code: FL, 34203

Mailing Address (if different): Click or tap here to enter text.

Telephone: 800-228-8368 Fax: 941-756-2598

Federal Identification Number / TIN: 59-2812764

DUNS Number: **039680376**

11.0 SUBMITTAL SIGNATURE:

I hereby certify the information indicated for this Submittal is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am an authorized representative of this Vendor and/or empowered to execute this Submittal on behalf of the Vendor. I, individually and on behalf of the Vendor, acknowledge and agree to abide by all terms and conditions contained in this solicitation as well as any attachments, exhibits, or addenda.

Name of Legal Representative Submitting this Proposal: *Richard Downer*

Date: 4/26/2022

Print Name: Richard Downer

Title: COO

Primary E-mail Address: debouwer@ten8fire.com

Secondary E-mail Address: cmorgan@ten8fire.com

The individual signing this Submittal affirms that the facts stated herein are true and that the response to this Solicitation has been submitted on behalf of the aforementioned Vendor.

[The remainder of this page is intentionally blank]

Ten-8 Fire & Safety, LLC			
ITEM #	**SAVE AND SUBMIT AS AN EXCEL FILE**		
1	www.ten8fire.com		
	SHOP LOCATION		
2a	2950 59th Ave Dr E, Bradenton, FL 34203		
2b	Ron Ribbens, 800-228-8368, rribbens@ten8fire.com		
2c	**Labor for Equipment Repair (not under warranty)**	$115.00	**per hour**
2d	**Pickup or delivery services offered?**	Yes	
2e	**Pick up / delivery fee for Equipment**	$65.00-/hour/person	**per call**

The following information is required for price redetermination consideration.

Assuming prices quoted include costs for vehicles, maintenance, repair, insurance, fuel, wages, insurances, other employee benefits, materials, overhead, operating expenses, etc., what percentage of the rate is directly attributed to the cost of fuel?	N/A
Which does the firm use: Diesel fuel or Gasoline?	Both
Assuming prices quoted include costs for vehicles, maintenance, repair, insurance, fuel, wages, materials, overhead, operating expenses, etc., what percentage of the rate is directly attributed to the cost of wages?	N/A
Assuming prices quoted include costs for vehicles, maintenance, fuel, wages, insurances, other employee benefits, materials, overhead, operating expenses, etc., what percentage of the rate is directly attributed to the cost of materials?	N/A

Lake County is exempt from all taxes (Federal, State, Local). A Tax Exemption Certificate will be furnished upon request for any direct purchasing. Contractor will be responsible for payment of taxes on all materials purchased by the Contractor for the project.

LIST MANUFACTURER SUPPORTED.

3	MANUFACTURER	Hourly Service Rate	Factory Authorized Service Center? YES/NO
	Pierce - At Vendor Facility, 8AM - 5PM, Mon - Fri	$124.20	Yes
	Pierce - At Vendor Facility, outside of hours mentioned above	$189.00	Yes
	Pierce - Off Site Location, 8AM - 5PM, Mon - Fri	$140.40	Yes
	Pierce - Off Site Location, outside of hours mentioned above	$243.00	Yes

Ten-8 Fire & Safety, LLC	
SAVE AND SUBMIT AS AN EXCEL FILE	
www.ten8fire.com	
Warehouse Location(s):	**Bradenton, FL**
Contact Information For Emergency/Disaster Services (24/7)	
Name:	**Ron Ribbens**
Email:	rribbens@ten8fire.com
Emergency Phone:	**941-650-8420**

List manufacturer brands supported.

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE
Action	35.00%	NO	NO	http://actioncoupling.com/
Aeroclave	0.00%	YES	NO	http://www.aeroclave.com/
AH Stock	10.00%	NO	NO	http://www.ahstockmfg.com/
Ajax	10.00%	NO	NO	
Akron Brass	38.00%	YES	NO	http://www.akronbrass.com/
Akron Brass Parts	10.00%	YES	NO	http://www.akronbrass.com/
Alocolite	15.00%	NO	NO	http://www.fireladder.com/
Amerex	35.00%	YES	NO	http://amerex-fire.com/
Anchor Industries	5.00%	NO	NO	https://www.anchorinc.com/specialty-products/
Angus	40.00%	NO	NO	http://www.angusfire.com/
Angus Foam	12.00%	NO	NO	http://angusfire.com/foam-concentrates/
Ansul Foam	12.00%	NO	NO	https://www.ansul.com/en/us/pages/default.aspx
Ansul Foams	12%	NO	NO	
Blowhard Fans	10.00%	NO	NO	https://www.blowhardfans.com/
Boston Leather	10.00%	YES	NO	http://www.bostonleather.com/
Bullard (WILDLAND ONLY)	30.00%	YES	NO	https://www.bullard.com/
Bulldog Name Change from Angus	40.00%	NO	NO	http://www.bulldoghose.com/
Cairns & Brother	35.00%	YES	NO	http://us.msasafety.com/
California Mountain (CMC)	0.00%	NO	NO	http://www.cmcrescue.com/
Cast Products	10.00%	NO	NO	http://www.getcpi.com/
CET	20.00%	YES	NO	http://fire-pump.com/
Chemguard Foam	12.00%	NO	NO	http://www.chemguard.com/
Class One (Span Instruments)	10.00%	YES	NO	
Code 3	5.00%	NO	NO	http://www.code3pse.com/
Cosmas USA	25.00%	YES	NO	http://www.cosmasusa.com/
Council Tools	0.00%	NO	NO	http://counciltool.com/
Cutter's Edge	10.00%	YES	NO	http://www.cuttersedge.com/
Darley & Co.	5.00%	NO	NO	http://www.darley.com/
David Clark	10.00%	NO	NO	http://www.davidclarkcompany.com/
Door Storm	5.00%	NO	NO	http://www.doorstorm.com/

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE
Dragon Fire Gloves	5.00%	NO	NO	http://www.dragonfiregloves.com/
Duo Safety	10.00%	NO	NO	http://www.duosafety.com/
Edwards Mfg	0.00%	NO	NO	http://www.edwardsironworkers.com/
Elkhart Brass	25.00%	YES	NO	http://www.elkhartbrass.com/
Ergodyne	30.00%	YES	NO	https://www.ergodyne.com/
ESS- Parts	10.00%	NO	NO	http://www.esseyepro.com/
ESS- product	25.00%	NO	NO	http://www.esseyepro.com/
Euramco Safety	10.00%	NO	NO	http://www.euramcosafety.com/
Federal Signal Corp	10.00%	YES	NO	https://www.federalsignal.com/
Ferno	0.00%	NO	NO	http://www.fernoems.com/
Fire Hooks Unlimited	0%	YES	NO	http://www.firehooksunlimited.net/
Fire Research	15.00%	NO	NO	http://www.fireresearch.com/
Firecom	15.00%	YES	YES	http://www.firecom.com/
Firecraft Safety Products	10.00%	NO	NO	https://www.firecraftsafety.com/
Flamefighter	20.00%	YES	NO	http://flamefighter.com/
Fold A Tank	20.00%	YES	NO	http://www.fol-da-tank.com/
Gemtor (formerly Atlas)	15.00%	YES	NO	http://www.gemtor.com/
Glassmaster Wehr	10.00%	YES	NO	http://glasmaster.com/
Globe - Turnout Gear	44.00%	NO	NO	http://globeturnoutgear.com/
Globe Boots	31.00%	YES	NO	http://globeturnoutgear.com/
Groves Incorporated	15.00%	NO	NO	http://www.groves.com/
Haix Boots	15.00%	YES	NO	https://www.haixusa.com/haix-firefighter
Hale Fire Pumps	5%	YES	NO	http://haleproducts.com/
Hannay Reels	10.00%	YES	NO	http://www.hannay.com/
Harrington	40.00%	YES	NO	http://www.harrinc.com/
Hazard Control Technolgies	5.00%	YES	NO	https://hct-world.com/
Hebert	20.00%	YES	NO	
HexArmor	15.00%	YES	NO	https://www.hexarmor.com/
Hi-Lift Jack	5.00%	NO	NO	https://hi-lift.com/first-responder-jack/
Humat	0.00%	NO	NO	http://www.humat.com/
Husky	20.00%	YES	NO	http://www.huskyportable.com/
Hygenall	0.00%	NO	NO	https://hygenall.com/firefighters/
Identifire	0.00%	No	NO	identifiresafety.com
JGB Hose	5.00%	YES	NO	https://www.jgbhose.com/
Junk Yard Dog	5.00%	NO	NO	http://junkyarddogindustries.com/
Key Hose	40.00%	YES	NO	http://keyhose.com/products.html
Kochek	30.00%	YES	NO	https://www.kochek.com/
Kussmaul	12.00%	YES	NO	http://www.kussmaul.com/
Lakeland Industries	25.00%	No	NO	https://www.lakeland.com/us
Leader Fans	10.00%	YES	NO	http://www.leadernorthamerica.com/
Leatherhead Tools	35.00%	YES	NO	http://www.leatherheadtools.com/
MSA				
MSA Helmets	35.00%	YES	NO	http://us.msasafety.com/
MSA Instruments	15.00%	YES	NO	http://us.msasafety.com/
MSA Parts	15.00%	YES	NO	http://us.msasafety.com/
MSA SCBA	25.00%	YES	NO	http://us.msasafety.com/
MSA TIC	0.00%	YES	NO	http://us.msasafety.com/
Natale (Circle D)	10.00%	YES	NO	http://www.circledlights.com/
National Foam	5.00%	YES	NO	http://nationalfoam.com/
Nupla	30.00%	YES	NO	http://www.nuplacorp.com/
OHD USA	0.00%	NO	NO	http://www.ohdusa.com/
Pelican	15.00%	YES	NO	http://www.pelican.com/
Performance Advantage Company	10.00%	YES	NO	http://pactoolmounts.com/

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE
Petrogen	0.00%	NO	NO	http://www.petrogen.com/
PGI	15.00%	NO	NO	https://www.pgi-inc.com/
Pierce	5.00%	YES	NO	
R & B Fabricators	10.00%	YES	NO	https://www.rbfab.com/
Redhead Brass				http://www.redheadbrass.com/
Redhead Brass QTY. 1-9	10.00%	YES	NO	http://www.redheadbrass.com/
Redhead Brass QTY 10-24	20.00%	YES	NO	http://www.redheadbrass.com/
Redhead Brass QTY 25-49	30.00%	YES	NO	http://www.redheadbrass.com/
Redhead Brass QTY 50-199	40.00%	YES	NO	http://www.redheadbrass.com/
Rescue 42	10.00%	YES	NO	http://rescue42.com/
Rescue Tech	5.00%	NO	NO	http://www.rescuetech1.com/
Rice Hydro - test pumps	25.00%	YES	NO	http://www.ricehydro.com/
Rice Hydro Accessories	10.00%	YES	NO	http://www.ricehydro.com/
SaferStraps	0.00%	YES	NO	https://saferstraps.com/
SCBAS	15.00%	YES	NO	http://scbas.com/
Sensible Mounts	15.00%	YES	NO	http://senpro.net/
Shelby Wolverine	5.00%	YES	NO	http://www.shelbyglove.com/
Signal Vehicle Products	20.00%	NO	NO	
Solutions Safety Products	0.00%	NO	NO	https://solutionssafety.com/products/citrosqueeze
South Park	20.00%	YES	NO	http://www.spcbrass.com/
SpillArmor	10.00%	YES	NO	http://smartvistallc.com/spillarmor/
Sterling Rope	15.00%	NO	NO	http://www.sterlingrope.com/
Streamlight	40.00%	YES	NO	http://www.streamlight.com/
SuperVac	25.00%	YES	NO	http://supervac.com/
Task Force Tips	38.00%	YES	NO	http://www.tft.com/
Task Force Tips - Parts	20.00%	NO	NO	http://www.tft.com/
Task Force Tips G-Force	0.00%	YES	NO	https://www.tft.com/Product-Series/G-Force
Team Equipment	0.00%	YES	NO	http://www.teamequipment.com/
TeleLite	5.00%	NO	NO	http://www.tele-lite.com/
Tempest Fans	20.00%	YES	NO	http://www.tempest.us.com/
Thorogood Boots	20.00%	YES	NO	http://www.weinbrennerusa.com/
TNT Rescue Tools	0.00%	YES	NO	http://www.tntrescue.com/
TNT Tools	0.00%	NO	NO	http://www.tnttool.com/
Tomar	10.00%	YES	NO	http://www.tomar.com/
True North	10.00%	YES	NO	http://www.truenorthgear.com/
Turtle Plastics	10.00%	YES	NO	http://turtleplastics.com/
US Coupling	25.00%	YES	NO	http://www.uscouplings.com/home/
Vanguard Safetywear	5.00%	YES	NO	https://www.vanguardsafetywear.com/
Vanner	10.00%	YES	NO	http://www.vanner.com/
Waterax	10.00%	NO	NO	http://www.waterax.com/
Waterous	10.00%	YES	NO	http://www.waterousco.com/
Weldon	10.00%	YES	NO	http://www.akronbrass.com/
Western Shelter - Crew Boss	10.00%	YES	NO	http://westernshelter.com/
Western Shelter- tanks/shelters	0.00%	NO	NO	http://westernshelter.com/
Whelen Engineering	10.00%	YES	NO	http://www.whelen.com/index.php
Will Burt	10.00%	NO	NO	http://www.willburt.com/
Williams Foam	12.00%	YES	NO	http://www.williamsfire.com/HOME.aspx
Ziamatic/Zico	20.00%	YES	NO	http://www.ziamatic.com/

VENDOR	Hourly Service Rate	Factory Authorized Service Center? YES/NO	MANUFACTURER
All Safe Industries	$125.00	Yes	RAE Systems/BW by Honeywell
Fisher Scientific	110$/hr	yes	ThermoFisher CAD
Fisher Scientific	110$/hr	yes	thermoFisherEnvironmental
Fisher Scientific	110$/hr	yes	Silent Partner
Fisher Scientific	110$/hr	yes	908 devices
Fisher Scientific	58$/per	yes	Scott Safety flow test
Fisher Scientific	34$/per	yes	Scott safety hydro test
Fisher Scientific	28$/per	yes	Respirator fit testing
Municipal Equipment Company	$100.00	Yes	Draeger
Municipal Equipment Company	$100.00	Yes	Arctic Compressors
Municipal Emergency Services	$200.00 Flat	Yes	Hurst ED/EWXT/E3 Service per tool
Municipal Emergency Services	$780.00 Flat	Yes	Hurst HP Service Per set
Municipal Emergency Services	$855.00 Flat	Yes	Hurst LP Service Per Set
Municipal Emergency Services	$45.00 Per	Yes	Scott Safety - SCBA Flow Test
Municipal Emergency Services	$35.00 Per	Yes	Scott Fit Tesing
Municipal Emergency Services	$35.00 Per	Yes	Scott Safety - Cylinder Hydro Testing
NAFECO	$100.00	Yes	ALSO SEE ATTACHED ADDITIONAL SHEET
Ten-8 Fire & Safety	$124.20	Yes	Pierce - At Vendor Facility, 8AM - 5PM, Mon - Fri
Ten-8 Fire & Safety	$189.00	Yes	Pierce - At Vendor Facility, outside of hours mentioned above
Ten-8 Fire & Safety	$140.40	Yes	Pierce - Off Site Location, 8AM - 5PM, Mon - Fri
Ten-8 Fire & Safety	$243.00	Yes	Pierce - Off Site Location, outside of hours mentioned above

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
All Safe Industries	LIST	No/ 6 weeks	Yes	https://www.allsafeindustries.com/D	*All Safe Industries*
RedWave Technology	LIST	No/ 6 weeks	Yes	https://redwavetech.com	*All Safe Industries*
Environics	1.00%	No/ 6 weeks	Yes	https://environics.fi/	*All Safe Industries*
Teledyne FLIR	3.80%	No/ 6 weeks	Yes	https://www.flir.com/	*All Safe Industries*
HazSim	5.00%	No/ 4 weeks	Yes	https://www.hazsim.com/	*All Safe Industries*
Kappler	6.00%	No/ 8 weeks	Yes	https://www.kappler.com/	*All Safe Industries*
908 Devices	LIST+5%	No/ 8 weeks	Yes	https://908devices.com/	*All Safe Industries*
Draeger Safety	5.00%	No/2 weeks	Yes	https://www.draeger.com/en-us_us/	*All Safe Industries*
Blackline Safety	1.00%	No/ 2 weeks	Yes	https://www.blacklinesafety.com/	*All Safe Industries*
RAE Systems /BW by Honeywell	5.00%	No/ 8 weeks	Yes	Honeywell Portable gas detection	*All Safe Industries*
Serstech	8.00%	No/ 8 weeks	Yes	https://serstech.com/	*All Safe Industries*
DMS	9.00%	No/ 1 week	Yes	https://www.triagetags.com/	*All Safe Industries*
Decon 7	5.00%	Yes/ 1 week	Yes	https://www.decon7.com/	*All Safe Industries*
Indian Springs	5.00%	No/ 8 weeks	Yes	https://www.indiansprings.com/	*All Safe Industries*
Edwards & Cromwell	5.50%	No/ 2 weeks	Yes	http://edwardsandcromwell.com/	*All Safe Industries*
FSI	7.50%	No/ 8 weeks	No	https://www.fsinorth.com/	*All Safe Industries*
Pelican	6.50%	No/ 2 weeks	No	https://www.pelican.com/us/en/	*All Safe Industries*
Savox	5.00%	No/ 4 weeks	Yes	https://savox.com	*All Safe Industries*
TSI-QUEST only	10.00%	No/ 4 weeks	Yes	https://tsi.com/quest/	*All Safe Industries*
Dupont	5.00%	No/ 8 weeks	Yes	www.dupont.com	*All Safe Industries*
Rupture Seal	7.00%	Yes/ 1 week	Yes	https://ruptureseal.com/	*All Safe Industries*
Spilltech	1.80%	No/ 2 weeks	Yes	www.spilltech.com	*All Safe Industries*
RKI	5.00%	No/2 weeks	Yes	https://www.rkiinstruments.com/	*All Safe Industries*
Ultratech	1.00%	No/2 weeks	Yes	https://spillcontainment.com/	*All Safe Industries*
3M Scott SCBA	32.00%	30 days	yes	https://www.3m.com/3M/en_US	*Fisher Scientific*
3M Scott Thermal Imager	11.00%	30 days	yes	https://www.3m.com/3M/en_US	*Fisher Scientific*
3M Scott parts	25.00%	3 days	yes	https://www.3m.com/3M/en_US	*Fisher Scientific*
3M Company respirators	20.00%	3 days	yes	https://www.3m.com	*Fisher Scientific*
908 Devices	2.00%	30 days	yes	https://908devices.com/products	*Fisher Scientific*
Alco-Lite	12.00%	30 days	yes	https://www.fireladder.com	*Fisher Scientific*
Amerex	20.00%	3 days	yes	http://www.amerex-fire.com	*Fisher Scientific*
Ansell gloves	25.00%	3 days	yes	https://www.ansell.com/us/en	*Fisher Scientific*
ansell chemical suits	10.00%	30 days	yes	www.ansell.com	*Fisher Scientific*
AEMC	3.00%	30 days	yes	https://www.aemc.com	*Fisher Scientific*
Anchor Fire Protection	7.00%	30 days	yes	https://www.anchorfireprotection.co	*Fisher Scientific*
Amkus	3.00%	30 days	yes	https://amkus.com	*Fisher Scientific*
Ansul	16.00%	30 days	yes	https://www.ansul.com	*Fisher Scientific*
Ansul/chemguard	12.00%	30 days	yes	www.johnsoncontrols.com	*Fisher Scientific*
Blackline Safety	14.00%	14 days	yes	https://www.blacklinesafety.com	*Fisher Scientific*
Biocheck	5.00%	30 days	yes	http://biocheckinfo.com	*Fisher Scientific*
Blowhard Fans	12.00%	30 days	yes	https://www.blowhardfans.com	*Fisher Scientific*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Bouton Optical	10.00%	10 days	yes	www.pipglobal.com	*Fisher Scientific*
Bullard thermal	22.00%	30 days	yes	https://www.bullard.com	*Fisher Scientific*
Bullard helmet	36.00%	30 days	yes	www.bullard.com	*Fisher Scientific*
Bullard other	20.00%	30 days	yes	www.bullard.com	*Fisher Scientific*
Conspace/Savox	5.00%	30 days	yes	https://savox.com	*Fisher Scientific*
Coast Lights	12.00%	10 days	yes	https://coastportland.com	*Fisher Scientific*
CMC	15.00%	30 days	yes	https://www.cmcpro.com	*Fisher Scientific*
Decon 7	5.00%	30 days	yes	https://www.decon7.com	*Fisher Scientific*
Dragon Fire Gloves	5.00%	30 days	yes	https://www.dragonfiregloves.com	*Fisher Scientific*
Dupont	35.00%	10 days	yes	https://www.dupont.com	*Fisher Scientific*
Draeger instrumentation	12.00%	10 days	yes	https://www.draeger.com/en-us_us	*Fisher Scientific*
Duo Safety	3.00%	30 days	yes	https://www.duosafety.com	*Fisher Scientific*
Edwards and Cromwell	5.00%	30 days	yes	http://edwardsandcromwell.com	*Fisher Scientific*
Ergodyne	35.00%	10 days	yes	https://www.ergodyne.com	*Fisher Scientific*
FireSled	2.00%	45 days	yes	https://firesledfitness.com	*Fisher Scientific*
Fire Innovations	10.00%	10 days	yes	www.fireinnovations.com	*Fisher Scientific*
FireDex bunker gear	45.00%	90 days	yes	https://www.firedex.com	*Fisher Scientific*
Fire Dex accessories	25.00%	14 days	yes	www.firedex.com	*Fisher Scientific*
FireDex helmets	40.00%	45 days	yes	www.firedex.com	*Fisher Scientific*
firedex boots	40.00%	30 days	yes	www.firedex.com	*Fisher Scientific*
Fire Wipes	5.00%	14 days	yes	https://firewipes.com	*Fisher Scientific*
Fox Fire Lites	5.00%	30 days	yes	https://foxfirelites.com	*Fisher Scientific*
Fox Fury Lights	13.00%	14 days	yes	www.foxfury.com	*Fisher Scientific*
genesis	2.00%	30 days	yes	www.genesisrescue.com	*Fisher Scientific*
Gemtor	5.00%	14 days	yes	http://www.gemtor.com	*Fisher Scientific*
gear wash	2.00%	10 days	yes	www.gearwash.com	*Fisher Scientific*
Hot Shield	5.00%	30 days	yes	https://www.hotshield.com	*Fisher Scientific*
High Com	20.00%	30-45 days	yes	https://www.highcomarmor.com	*Fisher Scientific*
Honeywell instrumentation	18.00%	30 days	yes	https://sps.honeywell.com/us	*Fisher Scientific*
Innotex accessories	35.00%	14 days	yes	https://innotexprotection.com/en	*Fisher Scientific*
Innotex Gear	30.00%	90 days	yes		*Fisher Scientific*
Justrite	10.00%	10 days	yes	https://www.justrite.com	*Fisher Scientific*
Kappler	12.00%	30 days	yes	https://www.kappler.com	*Fisher Scientific*
Kochek	3.00%	30 days	yes	https://kochek.com	*Fisher Scientific*
KFT	3.00%	45 days	yes	https://www.firetrainer.com	*Fisher Scientific*
koehler lights	14.00%	10 days	yes		*Fisher Scientific*
Lens Lock Body Cam	5.00%	30 days	yes	https://www.lenslock.com	*Fisher Scientific*
Lion chemical suits	7.00%	30 days	yes	www.lionprotecs.com	*Fisher Scientific*
Majestic Apparel	cost + 13	30 days	yes	https://majhoods.com	*Fisher Scientific*
moldex	35.00%	10 days	yes	www.moldex.com	*Fisher Scientific*
MSA Gas Detection	12.00%	14 days	yes	https://us.msasafety.com/Portable-G	*Fisher Scientific*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Niedner	25.00%	30 days	yes		*Fisher Scientific*
OHD Quantifit machine	15.00%	14 days	yes	https://ohdusa.com	*Fisher Scientific*
OHD Quantifit accessories	7.00%	14 days	yes	https://ohdusa.com	*Fisher Scientific*
PIP	20.00%	10 days	yes	www.us.pipglobal.com	*Fisher Scientific*
Power Hawk	5.00%	30 days	yes	www.powerhawk.com	*Fisher Scientific*
PowerBreezer	10.00%	30 days	yes	https://www.powerbreezer.com	*Fisher Scientific*
Paul Conway Shields	10.00%	30 days	yes	https://www.paulconwayshields.com	*Fisher Scientific*
Pelican	15.00%	14 days	yes	https://www.pelican.com/us/en	*Fisher Scientific*
Petzl	28.00%	30 days	yes	https://www.petzl.com/US/en	*Fisher Scientific*
Pigeon Mountain Industries	15.00%	30 days	yes	http://www.pmirope.com	*Fisher Scientific*
Pacific Helmets	10.00%	30 days	yes	https://www.pacifichelmets.com	*Fisher Scientific*
Reflexite	5.00%	30 days	yes	https://reflexiteamericas.com	*Fisher Scientific*
RIT Safety Solutions	8.00%	30 days	yes	https://ritsafetysolutions.com	*Fisher Scientific*
Rae Systems meters	15.00%	30 days	yes	www.rae-gasmonitors.com	*Fisher Scientific*
Rae Systems area monitor	2.00%	45 days	yes	www.rae-gasmonitors.com	*Fisher Scientific*
Rescue Pro Inc	5.00%	30 days	yes	https://rescueproinc.com	*Fisher Scientific*
RPI	7.00%	30 days	yes	www.rpiinc.net	*Fisher Scientific*
Saint Gobain	15.00%	45 days	yes	www.plastics.saint-gobain.cmo	*Fisher Scientific*
Shelby Gloves	20.00%	10 days	yes	https://www.shelbyglove.com	*Fisher Scientific*
Sterling Rope	10.00%	30 days	yes	https://sterlingrope.com	*Fisher Scientific*
SuperVac	18.00%	30 days	yes	https://supervac.com	*Fisher Scientific*
Simulaids	12.00%	30 days	yes	https://simulaids.co.	*Fisher Scientific*
Streamlight	43.00%	10 days	yes	https://www.streamlight.com	*Fisher Scientific*
Silent Partner Technologies	5.00%	10 days	yes	https://www.silentpartnertech.com	*Fisher Scientific*
ThermoFisher Radiation	3.00%	30 days	yes	https://www.thermofisher.com/us	*Fisher Scientific*
ThermoFisher CAD	2.00%	30 days	yes	https://www.thermofisher.com	*Fisher Scientific*
Thermofisher environmental	2.00%	30 days	yes	www.fishersci.com	*Fisher Scientific*
Tactical Electronics	5.00%	30 days	yes	https://www.tacticalelectronics.com	*Fisher Scientific*
True North Gear	17.00%	14 days	yes	https://www.truenorthgear.com	*Fisher Scientific*
Tingley	12.00%	10 days	yes	https://www.tingleyrubber.com	*Fisher Scientific*
Tele-Lite	9.00%	14 days	yes	http://www.tele-lite.com	*Fisher Scientific*
Tempest Fans	20.00%	30 days	yes	https://tempest.us.com	*Fisher Scientific*
Turtle Plastics	5.00%	30 days	yes	https://www.turtleplastics.com	*Fisher Scientific*
Underwater Kinetics	10.00%	14 days	yes	https://uwk.com	*Fisher Scientific*
Yates Gear	8.00%	30 days	yes	http://www.yatesgear.com	*Fisher Scientific*
Ziamatic	22.00%	30 days	yes	https://www.ziamatic.com	*Fisher Scientific*
Akron Brass	40.00%	1-8 weeks	yes	www.akronbrass.com	*Municipal Equipment Company,*
Arctic Compressor	2.00%	2-4 weeks	yes	www.arcticcompressor.com	*Municipal Equipment Company,*
Armor Express	10.00%	2-4 weeks	yes	www.armorexpress.com	*Municipal Equipment Company,*
Bayco Products	10.00%	2-3 weeks	yes	www.baycoproducts.com	*Municipal Equipment Company,*
Blackington Badges	20.00%	4-6 weeks	yes	www.Blackington.com	*Municipal Equipment Company,*

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Bullard	5.00%	1-8 weeks	yes	www.bullard.com	*Municipal Equipment Company,*
CMC	8.00%	1-8 weeks	yes	www.cmcpro.com	*Municipal Equipment Company,*
Cairns	20.00%	1-4 weeks	yes	www.msasafety.com	*Municipal Equipment Company,*
Chemguard	20.00%	2 weeks	yes	www.jci.com	*Municipal Equipment Company,*
Council Tool	1.00%	1-8 weeks	yes	www.counciltool.com	*Municipal Equipment Company,*
CW Nielsen	20.00%	2-6 weeks	yes	www.cwnielsenbadges.com	*Municipal Equipment Company,*
Dewalt	5.00%	2-4 weeks	yes	www.dewalt.com	*Municipal Equipment Company,*
Door Storm	1.00%	2-6 weeks	yes	www.doorstorm.com	*Municipal Equipment Company,*
Draeger Engineered solutions	0.00%		yes		*Municipal Equipment Company,*
Draeger SCBA & Gas Detection	5.00%	2-6 weeks	yes	www.Draeger.com	*Municipal Equipment Company,*
Duo Safety	15.00%	26 weeks	no	www.duosafety.com	*Municipal Equipment Company,*
Edwards and Cromwell	2.00%	1-2 weeks	yes	www.edwardsandcromwell.com	*Municipal Equipment Company,*
Elkhart Brass	25.00%	1-8 weeks	yes	www.elkhartbrass.com	*Municipal Equipment Company,*
Ergodyne	3.00%	1-3 weeks	yes	www.ergodyne.com	*Municipal Equipment Company,*
Enforcer One	15.00%	2-10 weeks	yes	www.enforcerone.com	*Municipal Equipment Company,*
Evac Systems	10.00%	2-3 weeks	yes	www.evacsytems.com	*Municipal Equipment Company,*
Fecheimer	5.00%	1-3 weeks	yes	www.fecheimer.com	*Municipal Equipment Company,*
Federal Signal	25.00%	1-4 weeks	yes	www.fedsig.com	*Municipal Equipment Company,*
Firehooks	2.00%	1-4 weeks	yes	www.firehooksunlimited.net	*Municipal Equipment Company,*
Fire Innovations	5.00%	2-3 weeks	yes	www.fireinnovations.com	*Municipal Equipment Company,*
Fire Research	20.00%	1-4 weeks	yes	www.fireresearch.com	*Municipal Equipment Company,*
Fire Service Plus	20.00%	2-3 days	yes	www.fireade.com	*Municipal Equipment Company,*
Firebull	15.00%	2-3 days	yes	www.enforcerone.com	*Municipal Equipment Company,*
Firequip	35.00%	4-8 weeks	yes	www.snaptite.com	*Municipal Equipment Company,*
Flamefighter	10.00%	1-3 weeks	yes	www.flamefighter.com	*Municipal Equipment Company,*
Flir Sytems	10.00%	2-6 weeks	yes	www.flir.com	*Municipal Equipment Company,*
Florida PPE Services	2.00%		yes	www.floridappeservices.com	*Municipal Equipment Company,*
Foldatank	10.00%	1-4 weeks	yes	www.fol-da-tank.com	*Municipal Equipment Company,*
Gemtor	10.00%	1-3 weeks	yes	www.gemtor.com	*Municipal Equipment Company,*
Genesis Rescue Systems	0.00%	3-4 weeks	yes	www.genesisrescue.com/	*Municipal Equipment Company,*
GH Armor	10.00%	2-4 weeks	yes	www.gharmor.com	*Municipal Equipment Company,*
Glassmaster	5.00%	1 week	yes	www.glasmaster.com	*Municipal Equipment Company,*
Groves, Inc.	1.00%	2-4 weeks	yes	www.groves.com	*Municipal Equipment Company,*
Haix North America	20.00%	1-2 weeks	yes	www.haix.com	*Municipal Equipment Company,*
Hannay Reels	1.00%	1-4 weeks	yes	www.hannay.com	*Municipal Equipment Company,*
Harrington	20.00%	1-3 weeks	yes	www.Harrinc.com	*Municipal Equipment Company,*
Hebert Hose Clamps	1.00%	1-3 weeks	yes	no web	*Municipal Equipment Company,*
Holmatro	1.00%	1-6 weeks	yes	www.holmatro.com	*Municipal Equipment Company,*
Homeland Six	5.00%	2-6 weeks	yes	www.homelandsix.com	*Municipal Equipment Company,*
Hot Shield USA	10.00%	2-3 weeks	yes	www.hotshield.com	*Municipal Equipment Company,*
Humat	1.00%	2-3 weeks	yes	www.humat.com	*Municipal Equipment Company,*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Husky Portable Containment	1.00%	2-4 weeks	yes	www.huskyportable.com	*Municipal Equipment Company,*
Identifire	5.00%	1-2 weeks	yes	www.identifiresafety.com	*Municipal Equipment Company,*
Janesville	35.00%	3-6 months	yes	www.lionprotects.com	*Municipal Equipment Company,*
Kappler	3.00%	2-4 weeks	yes	www.kappler.com	*Municipal Equipment Company,*
Kochek	15.00%	2-6 weeks	yes	www.kochek.com	*Municipal Equipment Company,*
Koehler Manufacturing	10.00%	2-4 weeks	yes	www.flashlight.com	*Municipal Equipment Company,*
Kussmaul	5.00%	1-2 weeks	yes	www.kussmaul.com	*Municipal Equipment Company,*
Lakeland Industries	15.00%	2-8 weeks	yes	www.lakeland.com	*Municipal Equipment Company,*
Leatherhead Tools	10.00%	2-4 weeks	yes	www.leatherheadtools.com	*Municipal Equipment Company,*
Lion Boots	20.00%	1-2 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Lion Gloves	20.00%	1-2 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Lion Helmets	20.00%	2-8 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Lion Hoods	20.00%	1-2 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Lion Training Products	2.00%	1-4 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Lion Uniforms	30.00%	1-4 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Lion Wildland Equipment	10.00%	30-60 days	yes	www.lionprotects.com	*Municipal Equipment Company,*
Mirion	0.00%	2 weeks	yes	www.mirion.com	*Municipal Equipment Company,*
Nupla	10.00%	2-4 weeks	yes	www.nuplatools.com	*Municipal Equipment Company,*
Pacific Helmets	15.00%	2-12 weeks	yes	www.pipusa.com	*Municipal Equipment Company,*
Paratech	1.00%	2-4 weeks	yes	www.paratech.com	*Municipal Equipment Company,*
Partner	5.00%	1-2 weeks	yes	www.teamequipment.com	*Municipal Equipment Company,*
Paul Conway Shields	2.00%	2-3weeks	yes	www.conwayshield.cmom	*Municipal Equipment Company,*
Pelican Products	10.00%	1-4 weeks	yes	www.pelican.com	*Municipal Equipment Company,*
Performance Advantage Co.	5.00%	1 week	yes	www.pactoolmounts.com	*Municipal Equipment Company,*
Petzl	10.00%	1-2weeks	yes	www.petzl.com	*Municipal Equipment Company,*
Pigeon Mountain Industries	10.00%	1-2 weeks	yes	www.pmirope.com	*Municipal Equipment Company,*
Power Hawk Technologies	1.00%	2-4 weeks	yes	www.powerhawk.com	*Municipal Equipment Company,*
Protective Industrial Products	5.00%	2-4 weeks	yes	www.pipusa.com	*Municipal Equipment Company,*
R&B Fabrications	10.00%	1-4 weeks	yes	www.rbfab.com	*Municipal Equipment Company,*
Ready Rack	0.00%	2-4 weeks	yes	www.readyrack.com	*Municipal Equipment Company,*
Redhead Brass	10.00%	2-8 weeks	yes	www.redheadbrass.com	*Municipal Equipment Company,*
Responder wipes	5.00%	1 week	yes	www.responderwipes.com	*Municipal Equipment Company,*
Rice Hydro	2.00%	2-4 weeks	yes	www.ricehydro.com	*Municipal Equipment Company,*
Rit Safety Solutions	5.00%	2-4 weeks	yes	www.ritsafety.com	*Municipal Equipment Company,*
Sam Carbis (alcolite)	15.00%	10-12 weeks	no	www.fireladder.com	*Municipal Equipment Company,*
Shelby Gloves	15.00%	10-12 weeks	yes	www.shelbyglove.com	*Municipal Equipment Company,*
Snaptite	35.00%	4-8 weeks	yes	www.snaptitehose.com	*Municipal Equipment Company,*
South Park	20.00%	1-2 weeks	yes	www.spcbrass.com	*Municipal Equipment Company,*
Sterling Rope	10.00%	1-2 weeks	yes	www.sterlingrope.com	*Municipal Equipment Company,*
Streamlight	40.00%	1-3 weeks	yes	www.streamlight.com	*Municipal Equipment Company,*
Supervac	25.00%	2-12 weeks	yes	www.supervac.com	*Municipal Equipment Company,*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Thorogood boots	35.00%	1-2 weeks	yes	www.lionprotects.com	*Municipal Equipment Company,*
Team Equipment	10.00%	1-4 weeks	yes	www.teamequipment.com	*Municipal Equipment Company,*
Telelite	10.00%	1-2 weeks	yes	www.tele-lite.com	*Municipal Equipment Company,*
Tempest Fans	10.00%	1-2 weeks	yes	www.tempest.us.com	*Municipal Equipment Company,*
Toxic Suppression	2.00%	2-4 weeks	yes	www.toxicsuppression.com	*Municipal Equipment Company,*
Turtle Plastics	2.00%	2-6 weeks	yes	www.turtleplastics.com	*Municipal Equipment Company,*
Underwater Kinetics	10.00%	2-4 weeks	yes	www.underwaterkinetics.com	*Municipal Equipment Company,*
Zephyr Industries	10.00%	1-2 weeks	yes	www.zephyrindustries.com	*Municipal Equipment Company,*
3M Company	15.00%		no		*Municipal Emergency Services*
Able 2 Sho Me	10.00%		no		*Municipal Emergency Services*
Action	25.00%		no		*Municipal Emergency Services*
AH Stock	10.00%		no		*Municipal Emergency Services*
Ajax	10.00%		no		*Municipal Emergency Services*
Akron Brass	20.00%		no		*Municipal Emergency Services*
Alcolite (Sam Carbis)	10.00%		no		*Municipal Emergency Services*
Amerex	Net+20%		no		*Municipal Emergency Services*
American Firewear	15.00%		no		*Municipal Emergency Services*
Angus	20.00%		no		*Municipal Emergency Services*
Anchor Industries	10.00%				*Municipal Emergency Services*
Avon Manufacturing	5.00%				*Municipal Emergency Services*
Ansul Foams	15.00%		no		*Municipal Emergency Services*
Bates	10.00%				*Municipal Emergency Services*
Blauer	List				*Municipal Emergency Services*
B&B Enterprises	15.00%		no		*Municipal Emergency Services*
Blackinton Badges	10.00%		no		*Municipal Emergency Services*
Boston Leather	20.00%				*Municipal Emergency Services*
Bullard Helmets	20.00%		no		*Municipal Emergency Services*
Bullard other	10.00%		no		*Municipal Emergency Services*
Cet Pumps	15.00%				*Municipal Emergency Services*
Chemguard	10.00%				*Municipal Emergency Services*
Circul Air	List		no		*Municipal Emergency Services*
Code 3	20.00%		no		*Municipal Emergency Services*
Collins Dynamics (Rom Corp)	22.00%		no		*Municipal Emergency Services*
Council Tools	20.00%		no		*Municipal Emergency Services*
Dickie Tool	15.00%		no		*Municipal Emergency Services*
Edison	20.00%		no		*Municipal Emergency Services*
Edwards and Cromwell	10.00%		no		*Municipal Emergency Services*
Edwards MFG	10.00%		no		*Municipal Emergency Services*
Elkhart Brass	20.00%		no		*Municipal Emergency Services*
Federal Signal Corp	20.00%		no		*Municipal Emergency Services*
Fire Hooks Unlimited	List Plus 10%		no		*Municipal Emergency Services*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Fire Dex	10.00%		no		*Municipal Emergency Services*
Flamefighter	20.00%		no		*Municipal Emergency Services*
Fol-da-tank	20.00%		no		*Municipal Emergency Services*
Gemtor	20.00%		no		*Municipal Emergency Services*
Glassmaster WEHR	15.00%		no		*Municipal Emergency Services*
Hale Fire Pumps	List		no		*Municipal Emergency Services*
Hannay Reels	10.00%		no		*Municipal Emergency Services*
Harrington	25.00%		no		*Municipal Emergency Services*
Hebert	List		no		*Municipal Emergency Services*
Honeywell PPE	10.00%		no		*Municipal Emergency Services*
Honeywell Helmets and Parts	10.00%		no		*Municipal Emergency Services*
Honeywell Pro Warrington	10.00%		no		*Municipal Emergency Services*
Humat	List		no		*Municipal Emergency Services*
Husky	25.00%		no		*Municipal Emergency Services*
Hydra Shield	12.00%		no		*Municipal Emergency Services*
Justrite	20.00%		no		*Municipal Emergency Services*
Kappler	List		no		*Municipal Emergency Services*
Kochek	25.00%		no		*Municipal Emergency Services*
Koehler MFG Co	20.00%		no		*Municipal Emergency Services*
Kussmaul	10.00%		no		*Municipal Emergency Services*
Lions Uniforms	10.00%		no		*Municipal Emergency Services*
Mag Instruments	10.00%		no		*Municipal Emergency Services*
Morning Pride	10.00%		no		*Municipal Emergency Services*
Natale (circle D)	15.00%		no		*Municipal Emergency Services*
NUPLA	15.00%		no		*Municipal Emergency Services*
Pacific Reflex	15.00%		no		*Municipal Emergency Services*
Paul Conway Shields	10.00%		no		*Municipal Emergency Services*
Pelican	List Plus 10%		no		*Municipal Emergency Services*
Petzl	20.00%		no		*Municipal Emergency Services*
PGI Protexall	5.00%		no		*Municipal Emergency Services*
Pigeon Mountain Industries	10.00%		no		*Municipal Emergency Services*
R&B Fabricators	10.00%		no		*Municipal Emergency Services*
Redhead Brass			no		*Municipal Emergency Services*
Rice Hydro CO	10.00%		no		*Municipal Emergency Services*
SCBAs	15.00%		no		*Municipal Emergency Services*
Sensible Mounts	15.00%		no		*Municipal Emergency Services*
Shelby Wolverine	List		no		*Municipal Emergency Services*
South Park	20.00%		no		*Municipal Emergency Services*
Sterling Rope	15.00%		no		*Municipal Emergency Services*
Supervac	5.00%		no		*Municipal Emergency Services*
TNT Tools	10.00%		no		*Municipal Emergency Services*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Task Force Tips	5.00%		no		*Municipal Emergency Services*
Thorogood/Weinbrenner/Lion Boots	15.00%		no		*Municipal Emergency Services*
Team Equipment	List		no		*Municipal Emergency Services*
Fresh gear	5.00%		no		*Municipal Emergency Services*
Grace Industries	List		no		*Municipal Emergency Services*
Groves/ Ready Rack	List		no		*Municipal Emergency Services*
Hale	5.00%		no		*Municipal Emergency Services*
Hammerhead (gear keeper)	15.00%		no		*Municipal Emergency Services*
Hero's pride	5.00%		no		*Municipal Emergency Services*
HexArmor	15.00%		no		*Municipal Emergency Services*
Homeland 6 (H6 Tactical)	10.00%		no		*Municipal Emergency Services*
Honeywell Analytics	List Plus 5%		no		*Municipal Emergency Services*
Hot Shields	5.00%		no		*Municipal Emergency Services*
Hotstick	List		no		*Municipal Emergency Services*
Hurst	5.00%		no		*Municipal Emergency Services*
Industrial Scientific- Monitors	10.00%		no		*Municipal Emergency Services*
Industrial Scientific- accessories	List		no		*Municipal Emergency Services*
J-Tek/CMJ manufacturing	List + 5%		no		*Municipal Emergency Services*
Kroll	10.00%		no		*Municipal Emergency Services*
Lakeland	10.00%		no		*Municipal Emergency Services*
Leader Fans	10.00%		no		*Municipal Emergency Services*
Leatherhead Tools	20.00%		no		*Municipal Emergency Services*
Lightning X	10.00%		no		*Municipal Emergency Services*
Little Giant	5.00%		no		*Municipal Emergency Services*
Majestic hoods	20.00%		no		*Municipal Emergency Services*
Majestic Hood Gore	List		no		*Municipal Emergency Services*
Matex	15.00%		no		*Municipal Emergency Services*
Mustang Survival	10.00%		no		*Municipal Emergency Services*
National Foam	5.00%		no		*Municipal Emergency Services*
National River Supply (NRS)	10.00%		no		*Municipal Emergency Services*
OHD	List		no		*Municipal Emergency Services*
Pacific Helmets	5.00%		no		*Municipal Emergency Services*
Performance Advantage Company (PAC)	10.00%		no		*Municipal Emergency Services*
Plastix Plus	5.00%		no		*Municipal Emergency Services*
PMI Rope	10.00%		no		*Municipal Emergency Services*
Point Blank	Per NASPO		no		*Municipal Emergency Services*
Protective Industrial Products (PIP)	10.00%		no		*Municipal Emergency Services*
Propper	5.00%		no		*Municipal Emergency Services*
Radians	10.00%		no		*Municipal Emergency Services*
Rae Systems	5.00%		no		*Municipal Emergency Services*
Redback Boot	20.00%		no		*Municipal Emergency Services*

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Rescue 42	5.00%		no		*Municipal Emergency Services*
Ringers	List		no		*Municipal Emergency Services*
RIT Safety	10.00%		no		*Municipal Emergency Services*
Rock N Rescue	10.00%		no		*Municipal Emergency Services*
Samuel Broome	5.00%		no		*Municipal Emergency Services*
San Mar	10.00%		no		*Municipal Emergency Services*
Savox	List		no		*Municipal Emergency Services*
Scott Safety- Compressor Parts	5.00%		no		*Municipal Emergency Services*
Scott Safety- Gas Detection	5.00%		no		*Municipal Emergency Services*
Scott Safety- SCBA and parts	15%		no		*Municipal Emergency Services*
Scott Safety- Thermal Imagers	5.00%		no		*Municipal Emergency Services*
Scott Safety- Thermal Imagers Parts	List		no		*Municipal Emergency Services*
Scotty Firefighter	15.00%		no		*Municipal Emergency Services*
Seek Thermal	5.00%		no		*Municipal Emergency Services*
Shelby	List		no		*Municipal Emergency Services*
Silent Partners	List		no		*Municipal Emergency Services*
Simulaids	List		no		*Municipal Emergency Services*
SM Smith	5.00%		no		*Municipal Emergency Services*
Spiewak	5.00%		no		*Municipal Emergency Services*
Statpacks	10.00%		no		*Municipal Emergency Services*
Steck	10.00%		no		*Municipal Emergency Services*
Streamlight	15.00%		no		*Municipal Emergency Services*
Target Solutions	List		no		*Municipal Emergency Services*
Task Force Tips- Blitzfire/ Gforce Series	List		no		*Municipal Emergency Services*
Team Wendy	List +10%		no		*Municipal Emergency Services*
Tru-Spec	10.00%		no		*Municipal Emergency Services*
True North (Dragon Fire)	10.00%		no		*Municipal Emergency Services*
Tyco	10.00%		no		*Municipal Emergency Services*
Ultra tec	15.00%		no		*Municipal Emergency Services*
Under Armour	5.00%		no		*Municipal Emergency Services*
Veridian- Gloves, Hoods, Accessories	10.00%		no		*Municipal Emergency Services*
VF Imagewear	5.00%		no		*Municipal Emergency Services*
Vizcon	List		no		*Municipal Emergency Services*
Warthog	5.00%		no		*Municipal Emergency Services*
Workrite	10.00%		no		*Municipal Emergency Services*
Yates	5.00%		no		*Municipal Emergency Services*
Telelite	5.00%		no		*Municipal Emergency Services*
Tempest Fans	10.00%		no		*Municipal Emergency Services*
Tempest Fans- VS Batt and Acc	List + 5%		no		*Municipal Emergency Services*
Topps	List +10%		no		*Municipal Emergency Services*
Turtle Plastics	List		no		*Municipal Emergency Services*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Underwater Kinetics	List		no		*Municipal Emergency Services*
Veridian- PPE	25.00%		no		*Municipal Emergency Services*
Vetter	List		no		*Municipal Emergency Services*
Waterous	List		no		*Municipal Emergency Services*
Weldon	25.00%		no		*Municipal Emergency Services*
Whelen Engineering	15.00%		no		*Municipal Emergency Services*
Williams Foam	List		no		*Municipal Emergency Services*
Zephyr	List		no		*Municipal Emergency Services*
Zimatic/ Zico	List		no		*Municipal Emergency Services*
5.11	20.00%		no		*Municipal Emergency Services*
CMC Rescue	10.00%		no		*Municipal Emergency Services*
Crew Boss	20.00%		no		*Municipal Emergency Services*
Decon Systems Saunaray	List		no		*Municipal Emergency Services*
Diamond Wipes (Hero Wipes)	5.00%		no		*Municipal Emergency Services*
Dragonfire (J Scott Solutions)	20.00%		no		*Municipal Emergency Services*
DuPont	5.00%		no		*Municipal Emergency Services*
Dutyman	5.00%		no		*Municipal Emergency Services*
Eastern Fire Equipment Services	5.00%		no		*Municipal Emergency Services*
Elbeco	5.00%		no		*Municipal Emergency Services*
Energizer	List		no		*Municipal Emergency Services*
ESS	20.00%		no		*Municipal Emergency Services*
Ergodyne	20.00%		no		*Municipal Emergency Services*
ESS	20.00%		no		*Municipal Emergency Services*
Euramco (Ram Fan)	15.00%		no		*Municipal Emergency Services*
EVAC Systems	5.00%		no		*Municipal Emergency Services*
Fire Innovations	10.00%		no		*Municipal Emergency Services*
Fire Research (FRC)	15.00%		no		*Municipal Emergency Services*
Fire Soaps	5.00%		no		*Municipal Emergency Services*
Diamond Wipes (Fire Wipes)	5.00%		no		*Municipal Emergency Services*
Fechhiemer (Flying Cross)	5.00%		no		*Municipal Emergency Services*
FireCom	5.00%		no		*Municipal Emergency Services*
FireCraft Gas Dectection (Sensit)	5.00%		no		*Municipal Emergency Services*
Fire Craft Gloves	10.00%		no		*Municipal Emergency Services*
First Tactical	10.00%		no		*Municipal Emergency Services*
FSI North America	List		no		*Municipal Emergency Services*
Fox Fire	10.00%		no		*Municipal Emergency Services*
Fox Fury	10.00%		no		*Municipal Emergency Services*
5.11 Tactical	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Able 2 Sho Me	21.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Action Coupling	21.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Advanced Impressions	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Aegis	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Aeromax Toys	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Aervoe	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Afast Nozzles	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ajax Tools	8.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Akron Brass	25.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Alco-Lite	4.00%	Varies by product selection	FOB ORIGIN + 50%	www.nafeco.com	*NAFECO*
Alert Visions	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Alliance Mercantile-Viking Wear	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Amerex	30.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ameri-Viz	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Anchor Uniform	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ansell Healthcare-Microflex	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ansell Protective Solutions	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ansul-Chemguard	16.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Armor Express	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
ASP USA	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Atlanco-Tru Spec	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Augusta Sportswear	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Avon Manufacturing	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Avon Protection-ISI-Argus	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
B&B Fire Equip-FKA POK	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Bates	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Batteries Plus	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Bayco Products	30.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Bayly Headwear	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Bellville Boots	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Black Diamond Boots	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Blackinton	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Blue Generation	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Blue Pointe Sportswear	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Bluewater Rope	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Bolle Safety	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Boston	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Boston Leather	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Broberry-Carhartt FR	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Broder Bros	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Capps Shoe	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Cardiac Solutions	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Carhartt	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Casella	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Cast Products	21.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
CET	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Charles River Apparel	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Chicago Protective Apparel-CPA	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Circle D	7.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
CMC	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Coaxsher	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Cobra Caps	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Code 3	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Command Light	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
CoolCop	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Cotton Eyed Joes	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Cougar Tactical	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Council	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Covert Armor	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Crestar	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Danner-Lacrosse	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Dicke Safety Products	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Don Hume	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Draeger	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Dragon Fire Gloves	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Duo-Safety	2.00%	Varies by product selection	FOB ORIGIN + 50%	www.nafeco.com	*NAFECO*
Dutyman	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Eagle Compressors	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Eagle Manufacturing	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Edwards & Cromwell	4.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Edwards Garment Co	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Edwards Mfg Co	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Eisman Ludmar	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Elbeco Uniforms	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Elk River Products	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Elkhart Brass	36.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Embroidery Services	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Enforcer One	25.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
ERB Industries	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ergodyne	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
ESS	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Euramco - Ramfan	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
EZ Spanner-Better Tools	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fat Ivan	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fechheimer	4.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Federal Signal	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fine Print	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fire Hooks Unlimited	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fire House Decals	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fire Innovations	11.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fire Ninja	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Fire Research	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
FireAde Foam (FSP-Fire Ade)	25.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Firecom	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Firecraft	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
First On Socks	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
First Tactical	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Flir	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Foldatank	16.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Foxfury	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Game Sportswear	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gasco Gas	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gateway Safety	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gemtor	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gerber Outerwear	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gerber Tools	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
GH Armor	22.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gildan	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Gillette Generators	1.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Glacier Tek	1.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Glas-Master	8.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Golfire	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Golight	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Groves	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Haix	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hale	11.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hammerhead Ind-Gearkeeper	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hanes	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hankin Bros Cap Co	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hannay	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hanover Leather	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Harrington	24.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Harris Ind	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hazmat DQE	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
HD Electric	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Honeywell Rae	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Honeywell Respiratory FKA Sperian	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Husky Drop Tank	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Hydra-Shield Fryelane	6.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Innotex	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Justrite Mfg	11.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
JYD	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
K-Tool	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Kappler	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Key Fire Hose	34.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Keystone Uniform Cap	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Kidde US	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
KNP Headwear	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Kochek	31.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Kussmaul	8.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Lakeland Ind	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Liberty	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Liberty Uniform	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Lightning X Products	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Structural Gear	36.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Helmets	36.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Boots	35.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Express Gear	37.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Gloves	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Hoods	11.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Total Care	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION Uniforms	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION MT-94	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION MedPro & VersaPro	11.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
LION-Bullex Training Products	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Majestic Fire Apparel	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Majestic Gloves	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Mechanix Wear	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Meiko USA Inc	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Meret	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Merrell Footwear	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Moritz Emblem	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
MTS Safety	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
N Vision Optics	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
NAFECO.COM	4.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
National Safety Apparel	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
New Pig Corp	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Niedner	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Nielsen Mfg	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Northwest River Supply-NRS	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Pac Mule	8.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Pacific Headwear	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Pacific Reflex	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Paul Conway	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
PEB Enterprises	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Pelican	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Pellerin-Milnor	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Performance Advantage Co-PAC	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Perimeter Solutions-FKA PhosChek-ICL	4.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Petra Roc	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Petzl	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
PGI	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Phalanx Defense Systems-PDS	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Plug N Dike	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
PMI	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Point Blank	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Portwest	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Premier Emblem	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
ProKure Solutions	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Propper	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Propper	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
R & B Fabricators	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Radians Industrial Safety-CSS	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Red Back Boots	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Red Head Brass	14.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Reflective Apparel	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
RefrigiWear	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ringers	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
RIT Safety	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Rite in the Rain	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
RKI Instruments	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Rocky Boots	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Rothco	8.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Royce Shields	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Safariland-Bianchi-Hatch	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Safewaze	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Samuel Broom Uniform Accessories	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
SanMar	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

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SCBAs	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
School Apparel Inc	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Scott Plastics-Scotty FF	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Seattle Gloves	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Shelby	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Skedco	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Smith & Warren	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Sound Off	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Sound Uniform Solutions -Olympic Uniforms	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
South Park	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Southeastern	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Southeastern Shirt	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Spiewak	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Spilfyter - National Pkging Serv	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Spyderco	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Stahls Transfer Express	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Stallion Leather	1.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Star Products	1.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Starfield Lion	30.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Stat Packs	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Steck	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Sterling Rope	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Stop Heart Attack	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Stop-Lite Sign	1.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Stratton Hats	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Streamlight	40.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Super Vac	25.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Superfeet	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Superior Flamefighter	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Surefire	15.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tact Squad	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tact Squad-United Uniforms	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Taylors Leatherwear	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Taylors Tins	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Team Equip	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tele-Lite	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tempest-Leader	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tempo Gloves	3.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
The Meter Stick	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Thorlo	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Thorogood	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*

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Tiger Hill	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tingley Rubber Corp	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tonix	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Topps Safety Apparel	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tri-Mountain	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Tru Spec	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
True North - Dragonwear	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
TSF Sportswear	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Turtle Plastics	6.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Underwater Kinetics	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
United Uniforms (covers Honor Guard)	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
US Coupling	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
US Night Vision Corp	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
VF Imagewear-Dickies,RedKap, Horace Small, Bulwark-Work Wear Outfitters	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Waterous	14.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Weddle Tool	1.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Weinbrenner	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Weldon	18.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Whelen	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Whelen Industrial	12.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Wiley X	20.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Will-Burt	4.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Winco	8.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Wolfpack Gear	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Wolverine Worldwide	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Workrite	2.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Xtreme Visibility	10.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
Ziamatic	5.00%	Varies by product selection	FOB ORIGIN + 8%	www.nafeco.com	*NAFECO*
AJAX Rescue Tools	10.00%	1-2 Weeks	Yes	https://www.ajaxrescuetools.com	*TechnicalRescue.com, Inc.*
AQUA Communications	10.00%	2-3 Weeks	Yes	https://www.aquacomm.com	*TechnicalRescue.com, Inc.*
CMC Rescue	5-15%	1-2 Weeks	Yes	https://www.cmcpro.com	*TechnicalRescue.com, Inc.*
Desert Diamond Industries	15.00%	2-3 Weeks	Yes	https://desertdiamondindustries.com	*TechnicalRescue.com, Inc.*
DQE Ready	5.00%	2-3 Weeks	No	https://dqeready.com	*TechnicalRescue.com, Inc.*
Ellis Manufacturing	5.00%	2-3 Weeks	No	https://ellismanufacturing.com	*TechnicalRescue.com, Inc.*
EVAC Systems Inc.	5-15%	1-2 Weeks	Yes	https://evacsystems.com	*TechnicalRescue.com, Inc.*
Fire Hooks Unlimited	10.00%	2-3 Weeks	Yes	http://www.firehooksunlimited.net	*TechnicalRescue.com, Inc.*
Forestry Suppliers	5.00%	1-2 Weeks	Yes	https://www.forestry-suppliers.com	*TechnicalRescue.com, Inc.*
Glas Master	10.00%	1-2 Weeks	Yes	http://glasmaster.com	*TechnicalRescue.com, Inc.*
Husqvarna	10.00%	2-3 Weeks	Yes	https://www.husqvarna.com	*TechnicalRescue.com, Inc.*
IronWear Fitness	10.00%	1-2 Weeks	Yes	https://ironwearfitness.com	*TechnicalRescue.com, Inc.*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Paratech	7.50%	2-3 Weeks	No	https://paratech.com	*TechnicalRescue.com, Inc.*
Petzl America	20.00%	2-3 Weeks	Yes	https://www.petzl.com/US/en	*TechnicalRescue.com, Inc.*
PMI Rope	10.00%	1-2 Weeks	Yes	https://pmirope.com/	*TechnicalRescue.com, Inc.*
Rescue Technology	5-15%	1-2 Weeks	Yes	https://www.rescuetech1.com	*TechnicalRescue.com, Inc.*
Ruth Lee Manikins	10.00%	2-3 Weeks	No	https://www.ruthlee.co.uk	*TechnicalRescue.com, Inc.*
Rock Exotica	10.00%	1-2 Weeks	Yes	https://www.rockexotica.com	*TechnicalRescue.com, Inc.*
Rock-N-Rescue	5-15%	1-2 Weeks	Yes	https://www.rocknrescue.com	*TechnicalRescue.com, Inc.*
R & B Fabrications Inc.	10.00%	1-2 Weeks	Yes	https://www.rbfab.com	*TechnicalRescue.com, Inc.*
Savox Communications Delsar	10.00%	4-8 Weeks	Yes	https://savox.com	*TechnicalRescue.com, Inc.*
Savox Communications Con-Space	10.00%	4-8 Weeks	Yes	https://savox.com	*TechnicalRescue.com, Inc.*
Stanley (Hydraulics) Infrastucture	5.00%	2-3 Weeks	No	https://www.stanleyinfrastructure.co	*TechnicalRescue.com, Inc.*
Sterling Rope	5-15%	1-2 Weeks	Yes	https://sterlingrope.com	*TechnicalRescue.com, Inc.*
Team Equipment Inc.	10.00%	1-2 Weeks	Yes	https://teamequipment.com	*TechnicalRescue.com, Inc.*
Yates Gear, Inc.	10.00%	2-3 weeks	Yes	http://www.yatesgear.com	*TechnicalRescue.com, Inc.*
Poly-Tech America	10.00%	2-3 weeks	Yes	https://www.polytechamerica.com	*TechnicalRescue.com, Inc.*
ARS	10.00%	1-2 Weeks	Yes	http://andersonrescue.com	*TechnicalRescue.com, Inc.*
Fire Research Corp. (FRC)	10.00%	1-2 Weeks	Yes	https://www.safefleet.net	*TechnicalRescue.com, Inc.*
Tractel US	10.00%	3-4 weeks	Yes	https://www.tractel.com	*TechnicalRescue.com, Inc.*
Fol-Da-Tank	15.00%	1-2 Weeks	Yes	https://www.fol-da-tank.com	*TechnicalRescue.com, Inc.*
Rothco Inc.	10.00%	1-2 Weeks	Yes	https://www.rothco.com	*TechnicalRescue.com, Inc.*
Emergency Medical International/EMI	10.00%	1-2 Weeks	Yes	http://www.emiinternational.net	*TechnicalRescue.com, Inc.*
S.M. Smith Company	10.00%	1-2 Weeks	Yes	https://smsmithco.com	*TechnicalRescue.com, Inc.*
Air Systems International	5.00%	3-4 Weeks	No	https://www.airsystems.com	*TechnicalRescue.com, Inc.*
NRS	10.00%	2-3 Weeks	Yes	https://www.nrs.com	*TechnicalRescue.com, Inc.*
Mustang Survival	10.00%	2-3 Weeks	Yes	https://mustangsurvival.com	*TechnicalRescue.com, Inc.*
Force 6	10.00%	1-2 Weeks	Yes	https://www.force6.com	*TechnicalRescue.com, Inc.*
Teledyne FLIR	10.00%	2-3 Weeks	Yes	https://www.flir.com	*TechnicalRescue.com, Inc.*
Action	35.00%	NO	NO	http://actioncoupling.com/	*Ten-8 Fire & Safety, LLC*
Aeroclave	0.00%	YES	NO	http://www.aeroclave.com/	*Ten-8 Fire & Safety, LLC*
AH Stock	10.00%	NO	NO	http://www.ahstockmfg.com/	*Ten-8 Fire & Safety, LLC*
Ajax	10.00%	NO	NO		*Ten-8 Fire & Safety, LLC*
Akron Brass	38.00%	YES	NO	http://www.akronbrass.com/	*Ten-8 Fire & Safety, LLC*
Akron Brass Parts	10.00%	YES	NO	http://www.akronbrass.com/	*Ten-8 Fire & Safety, LLC*
Alocolite	15.00%	NO	NO	http://www.fireladder.com/	*Ten-8 Fire & Safety, LLC*
Amerex	35.00%	YES	NO	http://amerex-fire.com/	*Ten-8 Fire & Safety, LLC*
Anchor Industries	5.00%	NO	NO	https://www.anchorinc.com/specialty	*Ten-8 Fire & Safety, LLC*
Angus	40.00%	NO	NO	http://www.angusfire.com/	*Ten-8 Fire & Safety, LLC*
Angus Foam	12.00%	NO	NO	http://angusfire.com/foam-concentra	*Ten-8 Fire & Safety, LLC*
Ansul Foam	12.00%	NO	NO	https://www.ansul.com/en/us/pages,	*Ten-8 Fire & Safety, LLC*
Ansul Foams	12%	NO	NO		*Ten-8 Fire & Safety, LLC*
Blowhard Fans	10.00%	NO	NO	https://www.blowhardfans.com/	*Ten-8 Fire & Safety, LLC*

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Boston Leather	10.00%	YES	NO	http://www.bostonleather.com/	*Ten-8 Fire & Safety, LLC*
Bullard (WILDLAND ONLY)	30.00%	YES	NO	https://www.bullard.com/	*Ten-8 Fire & Safety, LLC*
Bulldog Name Change from Angus	40.00%	NO	NO	http://www.bulldoghose.com/	*Ten-8 Fire & Safety, LLC*
Cairns & Brother	35.00%	YES	NO	http://us.msasafety.com/	*Ten-8 Fire & Safety, LLC*
California Mountain (CMC)	0.00%	NO	NO	http://www.cmcrescue.com/	*Ten-8 Fire & Safety, LLC*
Cast Products	10.00%	NO	NO	http://www.getcpi.com/	*Ten-8 Fire & Safety, LLC*
CET	20.00%	YES	NO	http://fire-pump.com/	*Ten-8 Fire & Safety, LLC*
Chemguard Foam	12.00%	NO	NO	http://www.chemguard.com/	*Ten-8 Fire & Safety, LLC*
Class One (Span Instruments)	10.00%	YES	NO		*Ten-8 Fire & Safety, LLC*
Code 3	5.00%	NO	NO	http://www.code3pse.com/	*Ten-8 Fire & Safety, LLC*
Cosmas USA	25.00%	YES	NO	http://www.cosmasusa.com/	*Ten-8 Fire & Safety, LLC*
Council Tools	0.00%	NO	NO	http://counciltool.com/	*Ten-8 Fire & Safety, LLC*
Cutter's Edge	10.00%	YES	NO	http://www.cuttersedge.com/	*Ten-8 Fire & Safety, LLC*
Darley & Co.	5.00%	NO	NO	http://www.darley.com/	*Ten-8 Fire & Safety, LLC*
David Clark	10.00%	NO	NO	http://www.davidclarkcompany.com/	*Ten-8 Fire & Safety, LLC*
Door Storm	5.00%	NO	NO	http://www.doorstorm.com/	*Ten-8 Fire & Safety, LLC*
Dragon Fire Gloves	5.00%	NO	NO	http://www.dragonfiregloves.com/	*Ten-8 Fire & Safety, LLC*
Duo Safety	10.00%	NO	NO	http://www.duosafety.com/	*Ten-8 Fire & Safety, LLC*
Edwards Mfg	0.00%	NO	NO	http://www.edwardsironworkers.com	*Ten-8 Fire & Safety, LLC*
Elkhart Brass	25.00%	YES	NO	http://www.elkhartbrass.com/	*Ten-8 Fire & Safety, LLC*
Ergodyne	30.00%	YES	NO	https://www.ergodyne.com/	*Ten-8 Fire & Safety, LLC*
ESS- Parts	10.00%	NO	NO	http://www.esseyepro.com/	*Ten-8 Fire & Safety, LLC*
ESS- product	25.00%	NO	NO	http://www.esseyepro.com/	*Ten-8 Fire & Safety, LLC*
Euramco Safety	10.00%	NO	NO	http://www.euramcosafety.com/	*Ten-8 Fire & Safety, LLC*
Federal Signal Corp	10.00%	YES	NO	https://www.federalsignal.com/	*Ten-8 Fire & Safety, LLC*
Ferno	0.00%	NO	NO	http://www.fernoems.com/	*Ten-8 Fire & Safety, LLC*
Fire Hooks Unlimited	0%	YES	NO	http://www.firehooksunlimited.net/	*Ten-8 Fire & Safety, LLC*
Fire Research	15.00%	NO	NO	http://www.fireresearch.com/	*Ten-8 Fire & Safety, LLC*
Firecom	15.00%	YES	YES	http://www.firecom.com/	*Ten-8 Fire & Safety, LLC*
Firecraft Safety Products	10.00%	NO	NO	https://www.firecraftsafety.com/	*Ten-8 Fire & Safety, LLC*
Flamefighter	20.00%	YES	NO	http://flamefighter.com/	*Ten-8 Fire & Safety, LLC*
Fold A Tank	20.00%	YES	NO	http://www.fol-da-tank.com/	*Ten-8 Fire & Safety, LLC*
Gemtor (formerly Atlas)	15.00%	YES	NO	http://www.gemtor.com/	*Ten-8 Fire & Safety, LLC*
Glassmaster Wehr	10.00%	YES	NO	http://glasmaster.com/	*Ten-8 Fire & Safety, LLC*
Globe - Turnout Gear	44.00%	NO	NO	http://globeturnoutgear.com/	*Ten-8 Fire & Safety, LLC*
Globe Boots	31.00%	YES	NO	http://globeturnoutgear.com/	*Ten-8 Fire & Safety, LLC*
Groves Incorporated	15.00%	NO	NO	http://www.groves.com/	*Ten-8 Fire & Safety, LLC*
Haix Boots	15.00%	YES	NO	https://www.haixusa.com/haix-firefig	*Ten-8 Fire & Safety, LLC*
Hale Fire Pumps	5%	YES	NO	http://haleproducts.com/	*Ten-8 Fire & Safety, LLC*
Hannay Reels	10.00%	YES	NO	http://www.hannay.com/	*Ten-8 Fire & Safety, LLC*
Harrington	40.00%	YES	NO	http://www.harrinc.com/	*Ten-8 Fire & Safety, LLC*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Hazard Control Technolgies	5.00%	YES	NO	https://hct-world.com/	*Ten-8 Fire & Safety, LLC*
Hebert	20.00%	YES	NO		*Ten-8 Fire & Safety, LLC*
HexArmor	15.00%	YES	NO	https://www.hexarmor.com/	*Ten-8 Fire & Safety, LLC*
Hi-Lift Jack	5.00%	NO	NO	https://hi-lift.com/first-responder-jac	*Ten-8 Fire & Safety, LLC*
Humat	0.00%	NO	NO	http://www.humat.com/	*Ten-8 Fire & Safety, LLC*
Husky	20.00%	YES	NO	http://www.huskyportable.com/	*Ten-8 Fire & Safety, LLC*
Hygenall	0.00%	NO	NO	https://hygenall.com/firefighters/	*Ten-8 Fire & Safety, LLC*
Identifire	0.00%	No	NO	identifiresafety.com	*Ten-8 Fire & Safety, LLC*
JGB Hose	5.00%	YES	NO	https://www.jgbhose.com/	*Ten-8 Fire & Safety, LLC*
Junk Yard Dog	5.00%	NO	NO	http://junkyarddogindustries.com/	*Ten-8 Fire & Safety, LLC*
Key Hose	40.00%	YES	NO	http://keyhose.com/products.html	*Ten-8 Fire & Safety, LLC*
Kochek	30.00%	YES	NO	https://www.kochek.com/	*Ten-8 Fire & Safety, LLC*
Kussmaul	12.00%	YES	NO	http://www.kussmaul.com/	*Ten-8 Fire & Safety, LLC*
Lakeland Industries	25.00%	No	NO	https://www.lakeland.com/us	*Ten-8 Fire & Safety, LLC*
Leader Fans	10.00%	YES	NO	http://www.leadernorthamerica.com	*Ten-8 Fire & Safety, LLC*
Leatherhead Tools	35.00%	YES	NO	http://www.leatherheadtools.com/	*Ten-8 Fire & Safety, LLC*
MSA					*Ten-8 Fire & Safety, LLC*
MSA Helmets	35.00%	YES	NO	http://us.msasafety.com/	*Ten-8 Fire & Safety, LLC*
MSA Instruments	15.00%	YES	NO	http://us.msasafety.com/	*Ten-8 Fire & Safety, LLC*
MSA Parts	15.00%	YES	NO	http://us.msasafety.com/	*Ten-8 Fire & Safety, LLC*
MSA SCBA	25.00%	YES	NO	http://us.msasafety.com/	*Ten-8 Fire & Safety, LLC*
MSA TIC	0.00%	YES	NO	http://us.msasafety.com/	*Ten-8 Fire & Safety, LLC*
Natale (Circle D)	10.00%	YES	NO	http://www.circledlights.com/	*Ten-8 Fire & Safety, LLC*
National Foam	5.00%	YES	NO	http://nationalfoam.com/	*Ten-8 Fire & Safety, LLC*
Nupla	30.00%	YES	NO	http://www.nuplacorp.com/	*Ten-8 Fire & Safety, LLC*
OHD USA	0.00%	NO	NO	http://www.ohdusa.com/	*Ten-8 Fire & Safety, LLC*
Pelican	15.00%	YES	NO	http://www.pelican.com/	*Ten-8 Fire & Safety, LLC*
Performance Advantage Company	10.00%	YES	NO	http://pactoolmounts.com/	*Ten-8 Fire & Safety, LLC*
Petrogen	0.00%	NO	NO	http://www.petrogen.com/	*Ten-8 Fire & Safety, LLC*
PGI	15.00%	NO	NO	https://www.pgi-inc.com/	*Ten-8 Fire & Safety, LLC*
Pierce	5.00%	YES	NO		*Ten-8 Fire & Safety, LLC*
R & B Fabricators	10.00%	YES	NO	https://www.rbfab.com/	*Ten-8 Fire & Safety, LLC*
Redhead Brass				http://www.redheadbrass.com/	*Ten-8 Fire & Safety, LLC*
Redhead Brass QTY. 1-9	10.00%	YES	NO	http://www.redheadbrass.com/	*Ten-8 Fire & Safety, LLC*
Redhead Brass QTY 10-24	20.00%	YES	NO	http://www.redheadbrass.com/	*Ten-8 Fire & Safety, LLC*
Redhead Brass QTY 25-49	30.00%	YES	NO	http://www.redheadbrass.com/	*Ten-8 Fire & Safety, LLC*
Redhead Brass QTY 50-199	40.00%	YES	NO	http://www.redheadbrass.com/	*Ten-8 Fire & Safety, LLC*
Rescue 42	10.00%	YES	NO	http://rescue42.com/	*Ten-8 Fire & Safety, LLC*
Rescue Tech	5.00%	NO	NO	http://www.rescuetech1.com/	*Ten-8 Fire & Safety, LLC*
Rice Hydro - test pumps	25.00%	YES	NO	http://www.ricehydro.com/	*Ten-8 Fire & Safety, LLC*
Rice Hydro Accessories	10.00%	YES	NO	http://www.ricehydro.com/	*Ten-8 Fire & Safety, LLC*

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SaferStraps	0.00%	YES	NO	https://saferstraps.com/	*Ten-8 Fire & Safety, LLC*
SCBAS	15.00%	YES	NO	http://scbas.com/	*Ten-8 Fire & Safety, LLC*
Sensible Mounts	15.00%	YES	NO	http://senpro.net/	*Ten-8 Fire & Safety, LLC*
Shelby Wolverine	5.00%	YES	NO	http://www.shelbyglove.com/	*Ten-8 Fire & Safety, LLC*
Signal Vehicle Products	20.00%	NO	NO		*Ten-8 Fire & Safety, LLC*
Solutions Safety Products	0.00%	NO	NO	https://solutionssafety.com/products	*Ten-8 Fire & Safety, LLC*
South Park	20.00%	YES	NO	http://www.spcbrass.com/	*Ten-8 Fire & Safety, LLC*
SpillArmor	10.00%	YES	NO	http://smartvistallc.com/spillarmor/	*Ten-8 Fire & Safety, LLC*
Sterling Rope	15.00%	NO	NO	http://www.sterlingrope.com/	*Ten-8 Fire & Safety, LLC*
Streamlight	40.00%	YES	NO	http://www.streamlight.com/	*Ten-8 Fire & Safety, LLC*
SuperVac	25.00%	YES	NO	http://supervac.com/	*Ten-8 Fire & Safety, LLC*
Task Force Tips	38.00%	YES	NO	http://www.tft.com/	*Ten-8 Fire & Safety, LLC*
Task Force Tips - Parts	20.00%	NO	NO	http://www.tft.com/	*Ten-8 Fire & Safety, LLC*
Task Force Tips G-Force	0.00%	YES	NO	https://www.tft.com/Product-Series/	*Ten-8 Fire & Safety, LLC*
Team Equipment	0.00%	YES	NO	http://www.teamequipment.com/	*Ten-8 Fire & Safety, LLC*
TeleLite	5.00%	NO	NO	http://www.tele-lite.com/	*Ten-8 Fire & Safety, LLC*
Tempest Fans	20.00%	YES	NO	http://www.tempest.us.com/	*Ten-8 Fire & Safety, LLC*
Thorogood Boots	20.00%	YES	NO	http://www.weinbrennerusa.com/	*Ten-8 Fire & Safety, LLC*
TNT Rescue Tools	0.00%	YES	NO	http://www.tntrescue.com/	*Ten-8 Fire & Safety, LLC*
TNT Tools	0.00%	NO	NO	http://www.tnttool.com/	*Ten-8 Fire & Safety, LLC*
Tomar	10.00%	YES	NO	http://www.tomar.com/	*Ten-8 Fire & Safety, LLC*
True North	10.00%	YES	NO	http://www.truenorthgear.com/	*Ten-8 Fire & Safety, LLC*
Turtle Plastics	10.00%	YES	NO	http://turtleplastics.com/	*Ten-8 Fire & Safety, LLC*
US Coupling	25.00%	YES	NO	http://www.uscouplings.com/home/	*Ten-8 Fire & Safety, LLC*
Vanguard Safetywear	5.00%	YES	NO	https://www.vanguardsafetywear.cor	*Ten-8 Fire & Safety, LLC*
Vanner	10.00%	YES	NO	http://www.vanner.com/	*Ten-8 Fire & Safety, LLC*
Waterax	10.00%	NO	NO	http://www.waterax.com/	*Ten-8 Fire & Safety, LLC*
Waterous	10.00%	YES	NO	http://www.waterousco.com/	*Ten-8 Fire & Safety, LLC*
Weldon	10.00%	YES	NO	http://www.akronbrass.com/	*Ten-8 Fire & Safety, LLC*
Western Shelter - Crew Boss	10.00%	YES	NO	http://westernshelter.com/	*Ten-8 Fire & Safety, LLC*
Western Shelter- tanks/shelters	0.00%	NO	NO	http://westernshelter.com/	*Ten-8 Fire & Safety, LLC*
Whelen Engineering	10.00%	YES	NO	http://www.whelen.com/index.php	*Ten-8 Fire & Safety, LLC*
Will Burt	10.00%	NO	NO	http://www.willburt.com/	*Ten-8 Fire & Safety, LLC*
Williams Foam	12.00%	YES	NO	http://www.williamsfire.com/HOME.a	*Ten-8 Fire & Safety, LLC*
Ziamatic/Zico	20.00%	YES	NO	http://www.ziamatic.com/	*Ten-8 Fire & Safety, LLC*
Medline Industries, LP	30.00%	2 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
1073849 ONTARIO LIMITED	30.00%	3 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
10GFEDSUPPLY LLC	30.00%	4 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
1ST AMERICAN MEDICAL DISTRIBUTORS I	30.00%	5 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
2G MEDICAL LLC	30.00%	6 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
2XL CORPORATION	30.00%	7 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

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3 R RESOURCES INC	30.00%	8 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3D DENTAL DESIGNS AND DEVELOPMENT L	30.00%	9 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3M BUILDING AND COMMERCIAL SERVICES	30.00%	10 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3M HEALTH CARE	30.00%	11 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3M HEALTH CARE MED/SURG	30.00%	12 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3M OH AND ESD	30.00%	13 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3M PUERTO RICO INC	30.00%	14 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
3-T MEDICAL SYSTEMS INC	30.00%	15 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
9 GRAYS BONE AND JOINT MODELS	30.00%	16 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
A G INDUSTRIES	30.00%	17 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
A LUNT DESIGN INC	30.00%	18 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
A PLUS INTERNATIONAL INC	30.00%	19 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABBOTT DIABETES CARE	30.00%	20 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABBOTT LABORATORIES INC	30.00%	21 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABBOTT LABORATORIES INC	30.00%	22 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABBOTT LABORATORIES INC	30.00%	23 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABBOTT LABORATORIES INC	30.00%	24 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABBOTT NUTRITION	30.00%	25 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABC Test Company	30.00%	26 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABL MEDICAL LLC	30.00%	27 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ABSORBENTS MIDWEST INC	30.00%	28 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACADEMY MEDICAL LLC	30.00%	29 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACCESS MEDICAL SUPPLY INC	30.00%	30 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACCESS PRODUCTS INC	30.00%	31 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACCUTEC BLADES INC	30.00%	32 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACELL INC	30.00%	33 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACIST MEDICAL SYSTEMS INC	30.00%	34 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACME PAPER AND SUPPLY CO INC	30.00%	35 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACTION BAG COMPANY	30.00%	36 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACTIVE ICE INC	30.00%	37 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ACUDERM INC	30.00%	38 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADAPT PHARMA INC (EMERGENT BIO SOLUTIONS)	30.00%	39 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADDTO INC	30.00%	40 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADHEZION BIOMEDICAL LLC	30.00%	41 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADLER INSTRUMENT CO	30.00%	42 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADROIT MEDICAL SYSTEMS INC	30.00%	43 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADROIT SURGICAL LLC	30.00%	44 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADROIT SURGICAL LLC	30.00%	45 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANCE MEDICAL DESIGNS INC	30.00%	46 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANCED APPLICATIONS INSTITUTION I	30.00%	47 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANCED MEDICAL SYSTEMS	30.00%	48 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

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ADVANCED MICRONIC DEICES LTD	30.00%	49 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANCED STERILIZATION PRODUCTS SER	30.00%	50 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANCED ULTRASOUND SOLUTIONS INC	30.00%	51 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANTAGE MEDICAL ELECTRONICS LLC	30.00%	52 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ADVANTAGE MEDICAL ELECTRONICS LLC	30.00%	53 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AERO MED LTD	30.00%	54 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AESCULAP INC	30.00%	55 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AGAMATRIX INC	30.00%	56 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AIR MATT INC	30.00%	57 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AIR SUPPORT MEDICAL COMPANY	30.00%	58 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AIR TITE PRODUCTS CO INC	30.00%	59 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AIRFLOW TECHNOLOGY INC	30.00%	60 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AIRGAS SAFETY INC	30.00%	61 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AIRPAL INC	30.00%	62 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AK MEDICAL SUPPLY CO INC	30.00%	63 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AKORN INC	30.00%	64 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALBAHEALTH LLC	30.00%	65 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALCON LABORATORIES-SURGICAL DIV	30.00%	66 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALCOVE MANUFACTURING AND DISTRIBUTI	30.00%	67 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALCRESTA THERAPEUTICS INC	30.00%	68 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLCARE INC	30.00%	69 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLEN MEDICAL SYSTEMS INC	30.00%	70 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLERDERM LABORATORIES INC	30.00%	71 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLIANT ENTERPRISES LLC	30.00%	72 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLIED ELECTRONICS INC	30.00%	73 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLIED HEALTHCARE DIRECT ONLY	30.00%	74 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLIED HEALTHCARE PRODUCTS INC	30.00%	75 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLIED HEALTHCARE PRODUCTS INC	30.00%	76 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLIED HEALTHCARE PRODUCTS INC - SCHUCO DI	30.00%	77 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALLSTATE MEDICAL SUPPLIES	30.00%	78 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALPHA PROTECH INC	30.00%	79 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALPHAPOINTE	30.00%	80 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ALTA MEDICAL SPECIALTIES	30.00%	81 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AM SYSTEMS	30.00%	82 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMBCO ELECTRONICS A CORP	30.00%	83 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMBRA LE ROY LLC	30.00%	84 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMBU INC	30.00%	85 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMD RITMED INC	30.00%	86 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMEDA INC	30.00%	87 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN 3B SCIENTIFIC LP	30.00%	88 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN BIOSURGICAL LLC	30.00%	89 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

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AMERICAN CASTING & MANUFACTURING	30.00%	90 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN CONTRACT SYSTEM INC	30.00%	91 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN CYLINDER INC	30.00%	92 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN DIAGNOSTIC CORP	30.00%	93 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN DISTRIBUTION & SUPPLY LLC	30.00%	94 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN HEALTHCARE PRODUCTS INC	30.00%	95 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN LABELMARK COMPANY	30.00%	96 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN REGENT INC	30.00%	97 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN SANITARY PRODUCTS INC	30.00%	98 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN SCREENING LLC	30.00%	99 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICAN SURGICAL COMPANY LLC	30.00%	100 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERICARE LLC	30.00%	101 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERISOURCE BERGEN DRUG CORPORATION	30.00%	102 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMERX HEALTH CARE CORPORATION	30.00%	103 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMITY HOLDINGS LLC	30.00%	104 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMNEAL BIOSCIENCES LLC	30.00%	105 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMO SALES AND SERVICE INC	30.00%	106 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMOENA US CORPORATION	30.00%	107 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMPAC HOLDINGS LLC DBA PROAMPAC	30.00%	108 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMPHASTAR PHARMACEUTICALS INC	30.00%	109 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMSINO INTERNATIONAL	30.00%	110 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMT DATASOUTH GROUP	30.00%	111 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMTEC MEDICAL INC	30.00%	112 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AMTEC SALES INC	30.00%	113 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANACAPA TECHNOLOGIES INC	30.00%	114 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANAEROBE SYSTEMS	30.00%	115 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANCHOR PRODUCTS COMPANY	30.00%	116 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANDA INC	30.00%	117 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANDERSEN PRODUCTS INC	30.00%	118 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANDOVER HEALTHCARE INC	30.00%	119 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANESTHESIA ASSOCIATES INC	30.00%	120 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANESTHESIA EQUIPMENT SUPPLY INC	30.00%	121 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANGELINI PHARMA INC	30.00%	122 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANGIO DYNAMICS INC	30.00%	123 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANGIOSYSTEMS INCORPORATED	30.00%	124 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANHOLT TECHNOLOGIES INC	30.00%	125 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANSELL SANDEL MEDICAL	30.00%	126 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANSELL USA INC	30.00%	127 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANSELL USA INC	30.00%	128 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ANTMED CORPORATION	30.00%	129 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
APDYNE MEDICAL COMPANY	30.00%	130 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
APOTEX CORP (RX)	30.00%	131 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
APPLIED MEDICAL DISTRIBUTION CORP	30.00%	132 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AQUACAST LINER LLC	30.00%	133 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARGENTUM MEDICAL LLC	30.00%	134 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARGON MEDICAL DEVICES INC	30.00%	135 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARJO INC	30.00%	136 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARJO INC	30.00%	137 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AROA BIOSURGERY INCORPORATED	30.00%	138 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARTEMAX INC	30.00%	139 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARTHREX INC	30.00%	140 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ARTISAN MEDICAL	30.00%	141 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASCEND LABORATORIES LLC	30.00%	142 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASE DIRECT INC	30.00%	143 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASEPTIC CONTROL PRODUCTS INC	30.00%	144 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Ash Test Company	30.00%	145 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASP GLOBAL INTERMEDIATE HOLDINGS LL	30.00%	146 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASP TIGER LLC	30.00%	147 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASPEN MEDICAL PRODUCTS	30.00%	148 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASPEN SURGICAL PRODUCTS INC	30.00%	149 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASPIRE PRODUCTS LLC	30.00%	150 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASSOCIATED SALES AND BAG COMPANY	30.00%	151 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ASTELLAS PHARMA US INC	30.00%	152 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ATLANTA HEALTHCARE SERVICES INC	30.00%	153 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ATLANTIC DIVING SUPPLY INC	30.00%	154 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ATOS MEDICAL INC	30.00%	155 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AUNT FLOW INC	30.00%	156 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AUROMEDICS PHARMA LLC (Non-Refrig)	30.00%	157 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AUROMEDICS PHARMA LLC (Refrig)	30.00%	158 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AUSTIN MEDICAL INC	30.00%	159 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AUTHENTIC OPTIONS	30.00%	160 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AUTHORITY MEDICAL GROUP LLC	30.00%	161 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVA Y STEARNS	30.00%	162 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVADIM HOLDINGS INC	30.00%	163 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVANOS MEDICAL INC	30.00%	164 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVCOR HEALTH CARE PRODUCTS INC	30.00%	165 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVENS DEVELOPMENT SERVICES LLC	30.00%	166 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVENUE HOME CARE INC	30.00%	167 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVENUE MORI MEDICAL EQUIPMENT	30.00%	168 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVID MEDICAL INC	30.00%	169 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVID MEDICAL INC	30.00%	170 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AVID PRODUCTS INC	30.00%	171 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
AVMEDICAL LLC	30.00%	172 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AWC MEDICAL PRODUCTS	30.00%	173 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AXIOM MEDICAL INC	30.00%	174 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
AZMEC INC	30.00%	175 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
B BRAUN INTERVENTIONAL SYSTEMS INC	30.00%	176 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
B BRAUN MEDICAL INC	30.00%	177 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BARBARA ROGERS	30.00%	178 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BARNHARDT MFG CO	30.00%	179 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BATRIK MEDICAL MFG INC	30.00%	180 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BATTERIES INC	30.00%	181 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAUGH MEDICAL ORGANIZATION LLC	30.00%	182 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Bausch Health Americas (BRAND RX)	30.00%	183 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAUSCH HEALTH AMERICAS INC	30.00%	184 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAUSCH HEALTH AMERICAS INC	30.00%	185 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAUSCH HEALTH AMERICAS INC	30.00%	186 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAUSCH HEALTH AMERICAS INC	30.00%	187 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAXTER HEALTHCARE	30.00%	188 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAXTER HEALTHCARE CORPORATION	30.00%	189 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAXTER HEALTHCARE CORPORATION	30.00%	190 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAXTER HEALTHCARE CORPORATION	30.00%	191 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Baxter Healthcare Corporation (PHARMA)	30.00%	192 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAXTER SALES AND DISTRIBUTION PUERT	30.00%	193 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAYER CORPORATION	30.00%	194 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAYER HEALTHCARE PHARMACEUTICALS IN	30.00%	195 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BAYSIDE MEDICAL SUPPLY CO INC	30.00%	196 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEACON LIGHTHOUSE INC	30.00%	197 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEAUMONT PRODUCTS INC	30.00%	198 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEAVER VISITEC INTERNATIONAL INC	30.00%	199 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BECK LEE INC	30.00%	200 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BECTON DICKINSON & CO	30.00%	201 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BECTON DICKINSON & CO	30.00%	202 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BECTON DICKINSON & CO	30.00%	203 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BECTON DICKINSON AND CO	30.00%	204 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEEKEN BIOMEDICAL LLC	30.00%	205 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEEKLEY CORPORATION	30.00%	206 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEIERSDORF INC	30.00%	207 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEL MED INC	30.00%	208 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BELIMED INC	30.00%	209 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BELL MEDICAL INC	30.00%	210 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BELMONT INSTRUMENT LLC	30.00%	211 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BELPRO MEDICAL	30.00%	212 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
BEMIS HEALTH CARE	30.00%	213 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BENCHMARK PRODUCTS LLC	30.00%	214 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BENCO DENTAL SUPPLY CO	30.00%	215 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BENTEC MEDICAL OPCO	30.00%	216 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BERKSHIRE CORPORATION	30.00%	217 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BERKSHIRE HATHAWAY INC	30.00%	218 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BERRY GLOBAL FILMS LLC	30.00%	219 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BERRY PLASTICS CORPORATION	30.00%	220 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BEST PRICED PRODUCTS	30.00%	221 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BFFL CO LLC	30.00%	222 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BG MEDICAL LLC	30.00%	223 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIHANI CORPORATION	30.00%	224 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIMECO	30.00%	225 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIO MEDICAL INSTRUMENTS INC	30.00%	226 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIOLIFE LLC	30.00%	227 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIO-MED DEVICES INC	30.00%	228 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIOMERICS ATL LLC	30.00%	229 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIOMET INC BIOMET MICROFIXATION LLC	30.00%	230 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIOSEAL MEDICAL PACKAGING CO	30.00%	231 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIOVENTUS LLC	30.00%	232 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIOVENTUS LLC	30.00%	233 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIRCHWOOD LABORATORIES	30.00%	234 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIRD & CRONIN LLC	30.00%	235 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BIRD X INC	30.00%	236 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BLACK KNIGHT MEDICAL LLC	30.00%	237 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BLACK KNIGHT MEDICAL LLC	30.00%	238 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BLISTEX INC	30.00%	239 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BLUE RIDGE X RAY COMPANY	30.00%	240 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*357 COMPANY	30.00%	241 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*AERUS LLC	30.00%	242 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*BMK VENTURES INC	30.00%	243 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*BUFFALO DENTAL MFG CO INC	30.00%	244 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*CAFNO LLC	30.00%	245 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*CCR SOLUTIONS INC	30.00%	246 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*CHICAGO TAG & LABEL INC	30.00%	247 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*CLOROX HEALTHCARE HOLDINGS	30.00%	248 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*COMBAT MEDICAL SYSTEMS LLC	30.00%	249 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*DACEMI INC	30.00%	250 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*DEVELOPMENT WORKSHOP INC	30.00%	251 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*DIMER LLC	30.00%	252 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*DOCTORS OXYGEN SERVICE INC	30.00%	253 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
BNK*DOMTAR CORPORATION	30.00%	254 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*DRY PAK INDUSTRIES INC	30.00%	255 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*DURISAN MEDICAL LLC	30.00%	256 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*EASTERN CRANIAL AFFILIATES LLC	30.00%	257 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*ERIK E MAURER	30.00%	258 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*FAM PPE LLC	30.00%	259 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*FRANKLIN YOUNG INTERNATIONAL IN	30.00%	260 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*GOVERNMENT MARKETING & PROCUREM	30.00%	261 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*GREENWOOD MARKETING LLC	30.00%	262 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*HANDSOCKS LLC	30.00%	263 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*HOTB SOFTWARE SOLUTIONS LLC	30.00%	264 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*INNOVATIVE INSTALLATIONS INC	30.00%	265 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*INTERSTATE GROUP INC	30.00%	266 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*IV COMFORT SOLUTIONS	30.00%	267 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*KRAMER SCIENTIFIC LABORATORY	30.00%	268 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*MAYFLOWER SPLINT COMPANY LLC	30.00%	269 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*MBS MEDICAL TECHNOLOGIES INC	30.00%	270 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*MEDGLUV INC	30.00%	271 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*MIDSTATE INDUSTRIAL INC	30.00%	272 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*MJL ENTERPRISES LLC	30.00%	273 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*NUTRITIONAL FORMULAS LLC	30.00%	274 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*OMNI-STAT MEDICAL INC	30.00%	275 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*POSDATA GROUP INC	30.00%	276 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*R C CONSOLIDATED SERVICES INC	30.00%	277 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*REGENISOURCE LLC	30.00%	278 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*REMED SERVICES LLC	30.00%	279 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*RINGSTONES CONSULTING INTERNATI	30.00%	280 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*SAFETY TODAY INC	30.00%	281 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*STAT MEDICAL DEVICES LLC	30.00%	282 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*STAY SAFE SOLUTIONS INC	30.00%	283 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*TONYA HERBERT-CRONIN HERACLES	30.00%	284 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*TRIAD SPORTS GROUP LLC	30.00%	285 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*URO VIU CORP	30.00%	286 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*VIOLUX INC	30.00%	287 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*VIROX TECHNOLOGIES INC	30.00%	288 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BNK*VISIONCORPS	30.00%	289 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOEHM SURGICAL INSTRUMENT	30.00%	290 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOEHRINGER LABORATORIES LLC	30.00%	291 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BORACCHIA AND ASSOCIATES INC	30.00%	292 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOSMA INDUSTRIES FOR THE BLIND INC	30.00%	293 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOSTON MEDICAL PRODUCTS INC	30.00%	294 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
BOSTON SCIENTIFIC CORP	30.00%	295 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOUND TREE MEDICAL LLC	30.00%	296 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOWMAN MANUFACTURING COMPANY INC	30.00%	297 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BOXOUT LLC	30.00%	298 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BPI LABS LLC	30.00%	299 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BR SURGICAL LLC	30.00%	300 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRACCO DIAGNOSTICS	30.00%	301 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRACCO DIAGNOSTICS	30.00%	302 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRADY WORLDWIDE INC	30.00%	303 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRANDO AGUILERA	30.00%	304 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRASEL PRODUCTS INC	30.00%	305 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRASSELER USA MEDICAL LLC	30.00%	306 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRAVO SYSTEMS	30.00%	307 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BREG INC	30.00%	308 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BREVIS CORPORATION	30.00%	309 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRIOTECH INC	30.00%	310 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRO TEX INC	30.00%	311 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BROWNMED INC	30.00%	312 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRYAN MEDICAL INC	30.00%	313 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BRYMILL CORPORATION	30.00%	314 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BSN MEDICAL INC / BSN Essity	30.00%	315 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUCKEYE INTERNATIONAL INC	30.00%	316 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUFFALO SUPPLY INC	30.00%	317 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BULBMAN INC	30.00%	318 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BULBTRONICS INC	30.00%	319 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUNZL HOLDINGS INC	30.00%	320 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUNZL HOLDINGS INC	30.00%	321 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUNZL HOLDINGS INC	30.00%	322 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUTLER HOME PRODUCTS LLC	30.00%	323 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
BUYMD.NET	30.00%	324 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
C & A SCIENTIFIC CO INC	30.00%	325 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
C AND G CONTAINERS	30.00%	326 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
C R BARD (DAVOL)	30.00%	327 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
C R BARD (MEDICAL-UROLOGICAL)	30.00%	328 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CABLES AND SENSORS LLC	30.00%	329 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CACE INC	30.00%	330 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CADENCE SCIENCE INC	30.00%	331 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CADMET INC	30.00%	332 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAIRE INC	30.00%	333 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAL COAST OPHTHALMIC INSTRUMENTS	30.00%	334 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CALIFORNIA PACIFIC LABORATORIES INC	30.00%	335 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
CALMOSEPTINE	30.00%	336 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CALOLYMPIC GLOVE AND SAFETY CO INC	30.00%	337 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAMBRIDGE SENSORS USA LLC	30.00%	338 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CANBERRA CORPORATION	30.00%	339 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAPITOL MEDICAL INC	30.00%	340 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAPITOL VIAL INC	30.00%	341 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH MEDICAL PRODUCTS	30.00%	342 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH MEDICAL PRODUCTS	30.00%	343 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH MEDICAL PRODUCTS	30.00%	344 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH MEDICAL PRODUCTS	30.00%	345 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH MEDICAL PRODUCTS	30.00%	346 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH MEDICAL PRODUCTS	30.00%	347 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDINAL HEALTH*MEDICAL PRODUCTS	30.00%	348 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARDIOVASCULAR SYSTEMS INC	30.00%	349 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARE LINE INC	30.00%	350 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAREPLUS MEDICAL INC	30.00%	351 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARESFIELD LLC	30.00%	352 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAROLON COMPANY	30.00%	353 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CAROLYN M NIES	30.00%	354 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CARTER HEALTH DISPOSABLE LLC	30.00%	355 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CASE MEDICAL INC	30.00%	356 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CASTLE PINES MEDICAL INC	30.00%	357 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CATAPULT PRODUCTS LLC	30.00%	358 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CDN	30.00%	359 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CELLERA LLC	30.00%	360 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CELLTREAT SCIENTIFIC PRODUCTS LLC	30.00%	361 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CELLUCAP MANUFACTURING INC	30.00%	362 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CENMED ENTERPRISES	30.00%	363 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CENTRAL ASSOCIATION FOR THE BLIND I	30.00%	364 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CENTRAL INFUSION ALLIANCE INC	30.00%	365 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CENTRAL SOLUTIONS	30.00%	366 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CENTURY HOSIERY INC	30.00%	367 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CENTURY PHARMACEUTICALS INC	30.00%	368 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CERTA DOSE INC	30.00%	369 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CETIS INC	30.00%	370 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CETYLITE INDUSTRIES INC	30.00%	371 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CHALLENGER HEALTH LLC	30.00%	372 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CHARTECH INC	30.00%	373 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CHEMENCE MEDICAL PRODUCTS INC	30.00%	374 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CHICAGO PROTECTIVE APPAREL INC	30.00%	375 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CHURCH AND DWIGHT CO INC	30.00%	376 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
CINCINNATI ASSOCIATION FOR THE BLIN	30.00%	377 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CINCINNATI SURGICAL CO	30.00%	378 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CIVCO MEDICAL INSTRUMENTS CO INC	30.00%	379 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLAFLIN SERVICE COMPANY	30.00%	380 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLAFLIN SERVICE COMPANY	30.00%	381 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEAN ROOMS WEST INC	30.00%	382 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEANIS INC	30.00%	383 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEANLIFE PRODUCTS	30.00%	384 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEANSLATE GROUP LLC	30.00%	385 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEARFAST	30.00%	386 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEARPOINT MEDICAL	30.00%	387 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEARSPEC LLC	30.00%	388 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLEVELAND MEDICAL DEVICES INC	30.00%	389 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLINICAL INNOVATIONS LLC	30.00%	390 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLINICAL TECHNOLOGY INC	30.00%	391 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLOROX HEALTHCARE HOLDINGS	30.00%	392 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CLOROX SALES COMPANY	30.00%	393 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CNF MEDICAL A DIVISION OF	30.00%	394 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COALITION OF PERFUSION SERVICES INC	30.00%	395 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COAST TO COAST	30.00%	396 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COASTAL LIFE SYSTEMS INC	30.00%	397 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CODAN INC	30.00%	398 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COLD CHAIN TECHNOLOGIES INC	30.00%	399 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COLE PARMER INSTRUMENT COMPANY LLC	30.00%	400 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COLE PARMER INSTRUMENT COMPANY LLC	30.00%	401 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COLGATE PALMOLIVE COMPANY	30.00%	402 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COLLEEN MELOFF	30.00%	403 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COLOPLAST CORPORATION	30.00%	404 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COM PAC INTERNATIONAL INC	30.00%	405 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COMEDICAL INC	30.00%	406 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COMPASS RICHMAR LLC	30.00%	407 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COMPASS RICHMAR LLC	30.00%	408 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COMPLETE SOLUTIONS TECHNOLOGIES LLC	30.00%	409 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONCORDANCE HEALTHCARE SOLUTIONS LL	30.00%	410 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONCORDANCE HEALTHCARE SOLUTIONS LL	30.00%	411 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONE INSTRUMENTS LLC	30.00%	412 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONFORTAIRE INC	30.00%	413 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONGRESSIONAL MEDICAL SUPPLY LLC	30.00%	414 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONMED CORPORATION	30.00%	415 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONMED LINVATEC	30.00%	416 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONTEC INC	30.00%	417 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
CONVATEC	30.00%	418 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CONVATEC INC	30.00%	419 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COOK MEDICAL INC	30.00%	420 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COOPER SURGICAL INC	30.00%	421 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CORE PRODUCTS INTERNATIONAL INC	30.00%	422 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CORETEX PRODUCTS INC	30.00%	423 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COSCO ENTERPRISES INC	30.00%	424 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVALON TECHNOLOGIES INC	30.00%	425 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVENANT MEDICAL	30.00%	426 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVIDIEN (KENDALL HEALTHCARE)	30.00%	427 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVIDIEN (KENDALL)	30.00%	428 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVIDIEN (KENDALL)	30.00%	429 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVIDIEN (KENDALL) REPROCESSING	30.00%	430 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
COVR MEDICAL LLC	30.00%	431 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CP MEDICAL	30.00%	432 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CR BARD (ACCESS SYSTEMS)	30.00%	433 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CR BARD (PATIENT CARE)	30.00%	434 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CR BARD (PERIPHERAL VASCULAR)	30.00%	435 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CRAMER DECKER INDUSTRIES	30.00%	436 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CRESTPOINT MANAGEMENT LTD	30.00%	437 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CRITICAL CARE DIAGNOSTICS INC	30.00%	438 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CROWN POLY INC	30.00%	439 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CRYPTON INC	30.00%	440 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CULVAPAC LTD	30.00%	441 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CUMMINGS PROMOTIONS LLC	30.00%	442 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CUNNINGHAM WOODLAND	30.00%	443 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CURA SURGICAL INC	30.00%	444 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CURBELL MEDICAL PRODUCTS INC	30.00%	445 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CURE MEDICAL LLC	30.00%	446 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CURRIE MEDICAL SPECIALTIES INC	30.00%	447 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CUSTOM HEALTH SYSTEM	30.00%	448 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CUSTOM HOSPITAL PRODUCTS INC	30.00%	449 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CUSTOM MEDICAL SPECIALTIES INC	30.00%	450 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
CUSTOPHARM INC	30.00%	451 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
D O WEAVER AND COMPANY	30.00%	452 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
D R BURTON HEALTHCARE LLC	30.00%	453 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
D T DAVIS ENTERPRISES LTD	30.00%	454 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
D T DAVIS ENTERPRISES LTD	30.00%	455 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DALE MEDICAL PRODUCTS INC	30.00%	456 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DANIEL TAPIA	30.00%	457 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DANLEE MEDICAL PRODUCTS INC	30.00%	458 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
DANMAR PRODUCTS INC	30.00%	459 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DANO ENTERPRISES INC	30.00%	460 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DAS MEDICAL HOLDINGS LLC	30.00%	461 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DAVID SCOTT COMPANY	30.00%	462 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEBAR GOLD LTD	30.00%	463 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEFIBTECH LLC	30.00%	464 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DELTA PLUS CORPORATION	30.00%	465 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DELUXE SMALL BUSINESS SALES INC	30.00%	466 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEMETECH CORPORATION	30.00%	467 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENOVO PRODUCTS LLC	30.00%	468 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENTAL HEALTH PRODUCTS INC	30.00%	469 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENTAL HOLDING LLC	30.00%	470 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENTALEZ INC	30.00%	471 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENTSPLY IH INC	30.00%	472 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENTSPLY INTERNATIONAL INC	30.00%	473 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DENVER MATTRESS CO LLC	30.00%	474 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEPUY SYNTHES SALES INC	30.00%	475 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEPUY/A JOHNSON AND JOHNSON CO	30.00%	476 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DERMAPAC INC	30.00%	477 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DERMARITE INDUSTRIES LLC	30.00%	478 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEROYAL INDUSTRIES INC	30.00%	479 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DEROYAL INDUSTRIES INC	30.00%	480 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DESOUTTER MEDICAL USA INC	30.00%	481 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DGP INTELSIUS LLC	30.00%	482 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIAMEDICAL USA EQUIPMENT LLC	30.00%	483 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIASOL INC	30.00%	484 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIGI TRAX CORPORATION	30.00%	485 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DISASTER MANAGEMENT SYSTEMS INC	30.00%	486 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DISORB SYSTEMS INC	30.00%	487 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DISTRIBUTION SYSTEMS INTERNATIONAL	30.00%	488 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DISTRICT HEALTHCARE & JANITORIAL	30.00%	489 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIVERGENT MEDICAL TECHNOLOGIES LLC	30.00%	490 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIVERSATEK HEALTHCARE	30.00%	491 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIVERSEY INC	30.00%	492 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DIVERSEY INC	30.00%	493 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DJO LLC	30.00%	494 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DJO LLC	30.00%	495 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DMS HOLDINGS INC	30.00%	496 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DMS HOLDINGS INC	30.00%	497 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DMS PHARMACEUTICAL GROUP INC	30.00%	498 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*AEGIS SPINE INC	30.00%	499 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
DNU*ALLIANCE RUBBER COMPANY	30.00%	500 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*ALLIQUA BIOMEDICAL INC	30.00%	501 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*AMERICAN HOTEL REGISTER COMPANY	30.00%	502 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*AQUAMEDIX LLC	30.00%	503 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*BIIBY BIB LLC	30.00%	504 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*BNK*DEPUY SYNTHES SALES INC	30.00%	505 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*BRECK J MIDDLETON	30.00%	506 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*BUNDLE OF DREAMS LLC	30.00%	507 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*CAREFUSION 205 INC	30.00%	508 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*COCA COLA BOTTLING CO CONSOLIDA	30.00%	509 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*CRANIOMANDIBULAR REHAB INC	30.00%	510 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*DA BURKE & ASSOCIATES LLC	30.00%	511 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*DUNLOP PROTECTIVE FOOTWEAR USA	30.00%	512 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*ERA HEALTH LLC	30.00%	513 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*FAIRHAVEN HEALTH LLC	30.00%	514 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*FOREST MEDICAL LLC	30.00%	515 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*FREDERICK HART CO INC	30.00%	516 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*GENERAC POWER SYSTEMS INC	30.00%	517 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*GLOBAL MEDICAL IMAGING LLC	30.00%	518 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*GLOBAL RESPIRATORY SOLUTIONS IN	30.00%	519 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*GMA ACCESSORIES INC	30.00%	520 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*HELEN CIESIELSKI	30.00%	521 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*HELM TECHNOLOGIES LLC	30.00%	522 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*HOMER SANARA INC	30.00%	523 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*HOWMEDICA OSTEONICS CORP	30.00%	524 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*LUXFER GAS CYLINDERS INC	30.00%	525 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*MEDTEK INC	30.00%	526 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*MID-AMERICA SERVICE SOLUTIONS L	30.00%	527 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*PEDIA SOLUTIONS LLC	30.00%	528 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*PEPSI COLA GENERAL BOTTLERS INC	30.00%	529 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*POLYCRAFT INC	30.00%	530 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*PROFORMA GOOD WOOD MARKETING	30.00%	531 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*REGAL LAGER INC	30.00%	532 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*RESPIREX NA INC	30.00%	533 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*RINGERS TECHNOLOGIES LLC	30.00%	534 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*RONDO TOP HOLDINGS LLC	30.00%	535 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*SANTUS LLC	30.00%	536 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*SNK MEDICAL LLC	30.00%	537 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*SOLUBLE SYSTEMS	30.00%	538 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*SYNERGY MEDICAL INC	30.00%	539 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DNU*TROVRX INC	30.00%	540 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
DNU*ZEV SUPPLIES	30.00%	541 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOCTORS EQUIPMENT SERVICE INC	30.00%	542 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOCUMENT IMAGING DIMENSIONS INC	30.00%	543 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOMICO MED DEVICE LLC	30.00%	544 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DONEGAN OPTICAL COMPANY INC	30.00%	545 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOREL JUVENILE GROUP	30.00%	546 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOT FOODS INC	30.00%	547 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOT SCIENTIFIC INC	30.00%	548 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOUBLEDAY ACQUISITIONS LLC	30.00%	549 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DOUG BROWN AND ASSOCIATES	30.00%	550 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DR INSTRUMENTS INC	30.00%	551 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DR REDDYS LABORATORIES INC	30.00%	552 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DRAEGER INC	30.00%	553 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DRAVON MEDICAL INC	30.00%	554 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DRE MEDICAL GROUP INC	30.00%	555 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DUKAL CORPORATION	30.00%	556 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DUPACO INC	30.00%	557 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DUPONT SPECIALTY PRODUCTS USA LLC	30.00%	558 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DURACELL INDUSTRIAL OPERATIONS INC	30.00%	559 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DURACORP LLC	30.00%	560 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DURALINE MEDICAL PRODUCTS INC	30.00%	561 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DURFOLD CORPORATION	30.00%	562 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DYNAMIC DIAGNOSTICS INC	30.00%	563 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DYNAREX CORPORATION	30.00%	564 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
DYNAVAX TECHNOLOGIES CORP	30.00%	565 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EA BECK AND CO	30.00%	566 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EAGLE ENDOSCOPIC INC	30.00%	567 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EARTH MAMA ANGEL BABY LLC	30.00%	568 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EASTERN RAIL SYSTEMS INC	30.00%	569 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ECHELON DISTRIBUTION LLC	30.00%	570 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ECO LIPS INC	30.00%	571 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ECOLAB INC	30.00%	572 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ECOLAB INC	30.00%	573 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ED BULLARD COMPANY	30.00%	574 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EDGEWELL PERSONAL CARE LLC	30.00%	575 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EDLAW PHARMACEUTICALS INC	30.00%	576 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EDM 3 LLC	30.00%	577 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EDWARDS LIFESCIENCES	30.00%	578 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EHOB	30.00%	579 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EITAN GROUP NORTH AMERICA INC	30.00%	580 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EKLA CORPORATION	30.00%	581 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
ELECTRA MED CORPORATION	30.00%	582 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ELECTRO MEDICAL EQUIPMENT CO LTD	30.00%	583 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ELECTROMED INC	30.00%	584 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ELOS MEDTECH U S HOLDINGS INC	30.00%	585 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EM ADAMS COMPANY INC	30.00%	586 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EMED MEDICAL COMPANY	30.00%	587 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EMED TECHNOLOGIES CORPORATION	30.00%	588 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EMERALD PRINT MANAGEMENT INC	30.00%	589 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EMERSON HEALTHCARE LLC	30.00%	590 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EMS SOLUTIONS LLC	30.00%	591 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EMSIX LLC	30.00%	592 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENCISION INC	30.00%	593 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENCOMPASS GROUP LLC	30.00%	594 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENCOMPASS GROUP LLC	30.00%	595 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENCORE INC	30.00%	596 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENDUR ID INC	30.00%	597 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENDUR ID INC	30.00%	598 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENERGIZER BATTERY INC	30.00%	599 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENERGIZER HOLDINGS INC	30.00%	600 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENGINEERED MEDICAL SYSTEMS aka Pulmodyne	30.00%	601 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENVISION INDUSTRIES INC	30.00%	602 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENVOY SOLUTIONS LLC DBA	30.00%	603 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ENZYME SOLUTIONS INC	30.00%	604 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EPPENDORF NORTH AMERICA INC	30.00%	605 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EQUASHIELD LLC	30.00%	606 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ERBE USA INC	30.00%	607 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ERGOMAT INC	30.00%	608 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ESSENDANT CO	30.00%	609 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ESSITY PROFESSIONAL HYGIENE NORTH	30.00%	610 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ESWALLOW USA LLC	30.00%	611 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EVACUSLED INC	30.00%	612 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EVENFLO COMPANY INC	30.00%	613 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EVENFLO FEEDING INC	30.00%	614 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EVUS HEALTH SOLUTIONS LLC	30.00%	615 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EXCELERON MEDICAL INC	30.00%	616 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EXCELLENT POLY INC	30.00%	617 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EXCLUSIVE IMPORTS	30.00%	618 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EXITTHEAPPLE LLC	30.00%	619 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EXPAND A BAND LLC	30.00%	620 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EXTRA PACKAGING LLC	30.00%	621 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
EYE SHIELD TECHNOLOGY	30.00%	622 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
FABCO WRAP INC	30.00%	623 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FALCON SAFETY PRODUCTS INC	30.00%	624 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FARETEC INC	30.00%	625 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FENWAL INC	30.00%	626 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FERNDALE LABORATORIES INC	30.00%	627 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FERNO-WASHINGTON INC	30.00%	628 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FERRING PHARMA	30.00%	629 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FERRING PHARMACEUTICALS INC	30.00%	630 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FERRIS MFG CORP	30.00%	631 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FETACCESORRIES	30.00%	632 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FIDIA PHARMA USA INC	30.00%	633 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FILER MEDICAL INC	30.00%	634 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FIRST NATION GROUP LLC	30.00%	635 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FIRSTLINE INCORPORATED	30.00%	636 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FISHER AND PAYKEL HEALTHCARE INC	30.00%	637 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FISHER CONTAINER HOLDINGS LLC	30.00%	638 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FLEMING INDUSTRIES INC	30.00%	639 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FLEXICARE INC	30.00%	640 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FOCUS HEALTH GROUP INC	30.00%	641 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FORDION PKG LTD	30.00%	642 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FOUNDATION CARE LLC	30.00%	643 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FOUNDATIONS WORLDWIDE INC	30.00%	644 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FOX CONVERTING INC	30.00%	645 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FRANK STUBBS CO INC	30.00%	646 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FRESENIUS KABI USA LLC	30.00%	647 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FRESENIUS USA MANUFACTURING	30.00%	648 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FREUDENBERG HOUSEHOLD PRODUCTS	30.00%	649 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FREUDENBERG MEDICAL LLC	30.00%	650 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FREUDENBERG MEDICAL LLC	30.00%	651 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FRONTIER MEDICAL PRODUCTS	30.00%	652 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FS GROUP LLC	30.00%	653 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FUJIFILM MEDICAL SYSTEMS USA INC	30.00%	654 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FUKUDA DENSHI USA INC	30.00%	655 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
FURNISS CORPORATION LTD	30.00%	656 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GARDNER MEDICAL SPECIALTIES INC	30.00%	657 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GBS CORP	30.00%	658 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GCB MEDICAL LLC	30.00%	659 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GE HEALTHCARE CONTRAST MEDIA	30.00%	660 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GE HEALTHCARE DATEX-OHMEDA	30.00%	661 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GE HEALTHCARE TECHNOLOGIES	30.00%	662 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GE MEDICAL (CUFFS)	30.00%	663 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
GE MEDICAL SYSTEMS ULTRASOUND	30.00%	664 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GE PRECISION HEALTHCARE LLC	30.00%	665 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GELOK INTERNATIONAL CORPORATION	30.00%	666 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GEMCO	30.00%	667 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GENERAL CARDIAC TECHNOLOGY INC	30.00%	668 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GENERAL PHYSIOTHERAPY INC	30.00%	669 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GENESIS DISPOSABLES LLC	30.00%	670 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GENESIS MEDICAL PRODUCTS INC	30.00%	671 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GENEVA HEALTHCARE LLC	30.00%	672 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GENTHERM INC	30.00%	673 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GEO MED LLC	30.00%	674 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GEORGE GLOVE COMPANY INC	30.00%	675 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GETINGE USA SALES LLC	30.00%	676 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GETINGE USA SALES LLC	30.00%	677 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GF HEALTH PRODUCTS INC	30.00%	678 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLADDEN AND METZ INC	30.00%	679 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLO GERM COMPANY	30.00%	680 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLOBAL BIOMEDICAL TECHNOLOGIES LLC	30.00%	681 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLOBAL HEALTH PRODUCTS INC	30.00%	682 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLOBAL PROCUREMENT SOLUTIONS INC	30.00%	683 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLOBAL TRANSPLANT SOLUTIONS INC	30.00%	684 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GLOVES IN A BOTTLE INC	30.00%	685 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOGOODS.COM INC	30.00%	686 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOJO INDUSTRIES INC	30.00%	687 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOLD COAST MEDICAL SUPPLY LP	30.00%	688 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOLDA INC	30.00%	689 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOLDEN MAX LLC	30.00%	690 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOLDEN MAX LLC	30.00%	691 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GOLDEN MAX LLC	30.00%	692 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GORDON BRUSH WISCONSIN LLC	30.00%	693 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GP OPERATIONS HOLDINGS LLC	30.00%	694 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GP OPERATIONS HOLDINGS LLC	30.00%	695 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRACE MEDICAL INC	30.00%	696 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRACO CHILDRENS PRODUCTS INC	30.00%	697 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRACO CHILDRENS PRODUCTS INC	30.00%	698 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRAMPAS GARDEN INC	30.00%	699 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRAND STRATEGY LLC	30.00%	700 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRAPHIC CONTROLS ACQUISITION CORP	30.00%	701 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRAYBAR	30.00%	702 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GREER MEDICAL INC	30.00%	703 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GREINER BIO-ONE	30.00%	704 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
GREINER BIO-ONE	30.00%	705 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GREINER BIO-ONE	30.00%	706 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRIFFIN CARE LLC	30.00%	707 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GRIFOLS USA LLC	30.00%	708 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Groman Inc. DBA Aerosoless Medical	30.00%	709 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GS MEDICAL PACKAGING INC	30.00%	710 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GUERBET LLC	30.00%	711 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GUY & ONEILL INC	30.00%	712 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
GYNEX CORPORATION	30.00%	713 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAEMO SOL INTERNATIONAL LLC	30.00%	714 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAEMONETICS CORPORATION	30.00%	715 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAEMONETICS CORPORATION	30.00%	716 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HALDOR ADVANCED TECHNOLOGIES LTD	30.00%	717 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAMILTON COMPANY INC	30.00%	718 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HANDI CRAFT COMPANY	30.00%	719 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HANDICARE USA INC	30.00%	720 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAPAD INC	30.00%	721 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAPAK ENTERPRISES DBA CURRENT	30.00%	722 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HARTMANN-CONCO INC	30.00%	723 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HARTWELL MEDICAL LLC	30.00%	724 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAVELS INC	30.00%	725 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HAZ MAT DQE INC	30.00%	726 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HEALTH CARE LOGISTICS INC	30.00%	727 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HEALTH CARE TECHNOLOGY INC	30.00%	728 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HEALTHMARK INDUSTRIES CO INC	30.00%	729 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HEATHROW SCIENTIFIC LLC	30.00%	730 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HEINE USA LTD	30.00%	731 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HEMASOURCE DBA SOURCE PRODUCTS	30.00%	732 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HENRY SCHEIN INC	30.00%	733 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HENRY SCHEIN INC	30.00%	734 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HENRY SCHEIN INC	30.00%	735 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HERAEUS INCORPORATED	30.00%	736 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HERITAGE BAG COMPANY	30.00%	737 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HETTICH INSTRUMENTS LP	30.00%	738 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HF ACQUISTION CO LLC	30.00%	739 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HIGHLAND LABORATORIES INC	30.00%	740 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HIKMA PHARMACEUTICALS USA INC	30.00%	741 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HILSINGER COMPANY PARENT LLC	30.00%	742 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HIRAOKA NEW YORK INC	30.00%	743 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HISTOLOGICS LLC	30.00%	744 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HK SURGICAL INC	30.00%	745 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
HMG DISTRIBUTION LLC	30.00%	746 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOLLISTER INCORPORATED	30.00%	747 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOLLISTER INCORPORATED	30.00%	748 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HONEYS PLACE INC	30.00%	749 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HONEYWELL INTERNATIONAL INC	30.00%	750 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HONEYWELL SAFETY PRODUCTS USA INC	30.00%	751 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HONEYWELL SAFETY PRODUCTS USA INC	30.00%	752 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOPKINS MEDICAL PRODUCTS	30.00%	753 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOSPI CORPORATION	30.00%	754 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOSPICIO LA PAZ INC	30.00%	755 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOSPITAL DISPOSABLES	30.00%	756 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HOSPITAL THERAPY PRODUCTS	30.00%	757 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HPK IND INC	30.00%	758 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HR PHARMACEUTICALS INC	30.00%	759 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HULL ANESTHESIA INC	30.00%	760 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HUMAN CARE USA INC	30.00%	761 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HUMANE RESTRAINT CO INC	30.00%	762 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HUNTINGTON TEXAS LLC	30.00%	763 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HUTCHINS AND HUTCHINS INC	30.00%	764 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HY TAPE INTERNATIONAL INC	30.00%	765 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HYDROFERA LLC	30.00%	766 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
HYDROX LABORATORIES	30.00%	767 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IBS SOLUTIONS CORPORATION	30.00%	768 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IBS SOLUTIONS CORPORATION	30.00%	769 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IC MEDICAL INC	30.00%	770 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ICP MEDICAL LLC	30.00%	771 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ICU MEDICAL INC	30.00%	772 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ICU MEDICAL INC	30.00%	773 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ILC DOVER LP	30.00%	774 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ILEX HEALTH PRODUCTS LLC	30.00%	775 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMAGE DIAGNOSTICS INC	30.00%	776 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMAGING ASSOCIATES INC	30.00%	777 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMBED BIOSCIENCES INC	30.00%	778 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMD INC	30.00%	779 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMED TECHNOLOGY INC	30.00%	780 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMMUNOSTICS INC	30.00%	781 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMPERIAL BAG & PAPER CO LLC	30.00%	782 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMPERIAL BAG & PAPER CO LLC	30.00%	783 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMPULSE MEDICAL TECHNOLOGIES INC	30.00%	784 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IMS DBA INTERNATIONAL MEDICAL	30.00%	785 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INDEPENDENCE MEDICAL	30.00%	786 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
INDEPENDENCE MEDICAL	30.00%	787 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INDEPENDENCE MEDICAL	30.00%	788 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INDUSTRIAL SCIENTIFIC CORP	30.00%	789 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INDUSTRIES FOR THE BLIND INC	30.00%	790 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INFAB CORPORATION	30.00%	791 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INFECTION PREVENTION PRODUCTS INC	30.00%	792 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INFORMS INC	30.00%	793 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INFUTRONIX SOLUTIONS LLC	30.00%	794 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INJECTION SAFETY INDUSTRIES LLC	30.00%	795 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INNOVACYN INC	30.00%	796 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INNOVATE MEDICAL LLC	30.00%	797 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INNOVATIVE HEALTHCARE CORPORATION	30.00%	798 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INNOVATIVE MEDICAL DEVICES INC	30.00%	799 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INNOVATIVE OPTICS INC	30.00%	800 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INOVI HEALTHCARE LLC	30.00%	801 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INOVO INC	30.00%	802 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INSOURCE INC	30.00%	803 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INSOURCE INC	30.00%	804 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INSTRAMED	30.00%	805 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INSTRUMENTATION INDUSTRIES	30.00%	806 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTEGRA LIFESCIENCES SALES LLC	30.00%	807 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTEGRA NEUROSCIENCES	30.00%	808 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTENSIVE THERAPEUTICS INC	30.00%	809 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTERMETRO INDUSTRIES CORP	30.00%	810 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTERNATIONAL BIOMEDICAL	30.00%	811 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTERNATIONAL DISTRIBUTORS OF	30.00%	812 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTERNATIONAL MEDICATION	30.00%	813 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTERNATIONAL REHABILITATIVE SCIENC	30.00%	814 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTERSURGICAL INC	30.00%	815 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INTOXIMETERS INC	30.00%	816 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INVACARE CORPORATION	30.00%	817 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
INVOTEC INTERNATIONAL INC	30.00%	818 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IPD PACKAGING INC	30.00%	819 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IPROMOTEU COM INC	30.00%	820 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IRRIMAX CORPORATION	30.00%	821 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ISO MED INC	30.00%	822 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ISOVAC PRODUCTS LLC	30.00%	823 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
IV HOUSE	30.00%	824 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
J & B MEDICAL SUPPLY INC	30.00%	825 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JACK NADEL INC	30.00%	826 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JANIN GROUP INC	30.00%	827 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
JANUS TRADE GROUP LLC	30.00%	828 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JANZ CORPORATION	30.00%	829 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JCM UNLIMITED INC	30.00%	830 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JEDMED INSTRUMENT COMPANY	30.00%	831 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JERRY R AYTES JR DBA AFTER ACTION	30.00%	832 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOBSKIN DIVISION OF TORBOT GROUP	30.00%	833 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOERNS HEALTHCARE	30.00%	834 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOHNSON & JOHNSON (OR)	30.00%	835 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOHNSON & JOHNSON CONSUMER INC	30.00%	836 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOHNSON & JOHNSON CONSUMER INC	30.00%	837 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOHNSON & JOHNSON HEALTHCARE SYS	30.00%	838 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOHNSON & JOHNSON HEALTHCARE SYS	30.00%	839 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JONES-ZYLON COMPANY LLC	30.00%	840 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JOSNOE MEDICAL INC	30.00%	841 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
JPR MEDICAL LLC	30.00%	842 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
K ART X RAY SUPPLY LLC	30.00%	843 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KALEO INC	30.00%	844 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KAO USA INC	30.00%	845 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KAPPLER USA INC	30.00%	846 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KARL STORZ ENDOSCOPY AMERICA INC	30.00%	847 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KATENA PRODUCTS INC	30.00%	848 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KAWASUMI LABORATORIES AMERICA INC	30.00%	849 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KAYE SMITH ENTERPRISES INC	30.00%	850 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KAZ INC	30.00%	851 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KCI USA INC	30.00%	852 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KCI USA INC	30.00%	853 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KCI USA INC	30.00%	854 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KDL MEDICAL INC	30.00%	855 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KEDRION BIOPHARMA INC	30.00%	856 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KELLY DAWN SYSTEMS INC	30.00%	857 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KEM ENTERPRISES INC	30.00%	858 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KEM MEDICAL PRODUCTS CORP	30.00%	859 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KENAD SG MEDICAL INC	30.00%	860 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KENSINGTON MEDICAL HOLDINGS LLC	30.00%	861 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KENT ELASTOMER	30.00%	862 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KENTEC MEDICAL INC	30.00%	863 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KERMA MEDICAL PRODUCTS	30.00%	864 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KERR CORPORATION	30.00%	865 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KEVIN DOUGHERTY	30.00%	866 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KEY SURGICAL INC	30.00%	867 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KEYSTONE ADJUSTABLE CAP CORP	30.00%	868 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
KILI SUMMIT CORPORATION	30.00%	869 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KIMBERLY CLARK CORPORATION	30.00%	870 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KIMBERLY CLARK CORPORATION	30.00%	871 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KIMBERLY CLARK CORPORATION	30.00%	872 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KINGSOLVER INC	30.00%	873 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KINGSWOOD LABORATORIES INC	30.00%	874 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KIRWAN SURGICAL PRODUCTS LLC	30.00%	875 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KLC SERVICES	30.00%	876 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KNIT-RITE INC	30.00%	877 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KNOX ASSOCIATES INC	30.00%	878 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KOALA KARE PRODUCTS A DIVISION OF	30.00%	879 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KOL BIO MEDICAL INSTRUMENTS INC	30.00%	880 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KOLCRAFT ENTERPRISES INC	30.00%	881 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KONICA MINOLTA HEALTHCARE AMERICAS INC	30.00%	882 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KONSYL PHARMACEUTICALS INC	30.00%	883 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
KOVEN TECHNOLOGY INC	30.00%	884 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
L&R USA INC	30.00%	885 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
L1 ENTERPRISES INCORPORATED	30.00%	886 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LA POINTIQUE INTERNATIONAL INC	30.00%	887 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LABCON NORTH AMERICA	30.00%	888 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LAERDAL MEDICAL CORPORATION	30.00%	889 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LAGUNA COAST ASSOCIATES INC	30.00%	890 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LAKELAND INDUSTRIES INC	30.00%	891 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LAMBS MEDICAL SUPPLY LLC	30.00%	892 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LC INDUSTRIES INC	30.00%	893 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LDI SOLUTIONS LLC	30.00%	894 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LEGEND MEDICAL DEVICES INC	30.00%	895 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LEXION MEDICAL	30.00%	896 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIBERTY GLOVE & SAFETY LLC	30.00%	897 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIFECYCLE BIOTECHNOLOGIES LP	30.00%	898 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIFEMED OF CALIFORNIA	30.00%	899 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIFESCAN INC	30.00%	900 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIFESTYLES US OPCO INC	30.00%	901 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIGHTHOUSE FOR THE BLIND IN NEW	30.00%	902 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIGHTHOUSE FOR THE BLIND INC	30.00%	903 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIGHTHOUSE LAB SERVICES LLC	30.00%	904 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LINE 2 DESIGN INC	30.00%	905 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LINKS MEDICAL PRODUCTS INC	30.00%	906 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LITTLE RAPIDS CORPORATION	30.00%	907 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LIVANOVA USA INC	30.00%	908 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LMH HAWTHORNE HEALTHCARE	30.00%	909 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
LOGIQUIP LLC	30.00%	910 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LOGISTICS SUPPLY CORPORATION	30.00%	911 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LOMBART BROTHERS INC	30.00%	912 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LOMBART BROTHERS INC	30.00%	913 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LOOPS FLEXBRUSH LLC	30.00%	914 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LORANN OILS INC	30.00%	915 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LOUIS M GERSON CO INC	30.00%	916 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LOVELL GOVERNMENT SERVICES LLC	30.00%	917 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LSL INDUSTRIES	30.00%	918 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LUNDY MEDICAL PRODUCTS LLC	30.00%	919 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
LYNN MEDICAL INSTRUMENT CO	30.00%	920 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
M C JOHNSON COMPANY INC	30.00%	921 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAC MEDICAL SUPPLY COMPANY	30.00%	922 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MACBRUD CORPORATION	30.00%	923 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAD GABS INC	30.00%	924 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MADA MEDICAL PRODUCTS INC	30.00%	925 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAGID GLOVE AND SAFETY	30.00%	926 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAGNUM MEDICAL INC	30.00%	927 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAINSPRING HOLDINGS INC	30.00%	928 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAJOR MEDICAL PRODUCTS	30.00%	929 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAM USA CORPORATION	30.00%	930 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAMMOTH MEDICAL INC	30.00%	931 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MANESS VETERAN MEDICAL LLC	30.00%	932 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MANUKAMED USA LLC	30.00%	933 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MANUS MEDICAL LLC	30.00%	934 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAR MED CO	30.00%	935 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MARATHON MEDICAL CORPORATION	30.00%	936 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MARENA GROUP	30.00%	937 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MARIAN MEDICAL INC	30.00%	938 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MARK H THENO	30.00%	939 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MARPAC INC	30.00%	940 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MASIMO CORPORATION	30.00%	941 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MASIMO CORPORATION	30.00%	942 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MASON TAYLER MEDICAL PRODUCTS INC	30.00%	943 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MASTER MEDICAL EQUIPMENT	30.00%	944 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MASTERMANS LLP	30.00%	945 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MATT TISCH	30.00%	946 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAVERIC MEDICAL LLC	30.00%	947 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MAYTEX CORPORATION	30.00%	948 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MCCONNELL GROUP INC	30.00%	949 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MCCORMICK MEDICAL	30.00%	950 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
MCGOWAN ENTERPRISES INC	30.00%	951 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MCKEON PRODUCTS INC	30.00%	952 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MCKESSON MEDICAL SURGICAL	30.00%	953 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MCKESSON SPECIALTY DISTRIBUTION SVC	30.00%	954 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MCMASTER CARR SUPPLY COMPANY	30.00%	955 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MDI CORPORATION	30.00%	956 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MDR SPECIALTY DISTRIBUTION INC	30.00%	957 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ME4KIDZ LLC	30.00%	958 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEAD JOHNSON NUTRITION	30.00%	959 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MED ALLIANCE GROUP INC	30.00%	960 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MED DYNE INC	30.00%	961 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MED TECH WEST INC	30.00%	962 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDEFIL INC	30.00%	963 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDEGEN MEDICAL PRODUCTS LLC	30.00%	964 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDELA INC	30.00%	965 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDEXCO SUPPLY CO	30.00%	966 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDEXCO SUPPLY CO	30.00%	967 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDGYN PRODUCTS INC	30.00%	968 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDI KID CO INC	30.00%	969 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDI TECH INTNL CORP	30.00%	970 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDI TECH INTNL CORP	30.00%	971 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDI USA LP	30.00%	972 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDIAID INC	30.00%	973 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDIBADGE INC	30.00%	974 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL ACTION IND INC	30.00%	975 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL COMPONENTS INC	30.00%	976 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL DEPOT INC	30.00%	977 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL INDICATORS INC	30.00%	978 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL INNOVATIONS	30.00%	979 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL MARKETING INC	30.00%	980 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL MONOFILAMENT MFG	30.00%	981 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL SOLUTIONS INC	30.00%	982 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL SPECIALTIES INC	30.00%	983 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL SPECIALTIES INC	30.00%	984 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL SPECIALTY INNOVATIONS	30.00%	985 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICAL TECHNIQUE INC	30.00%	986 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICO INTERNACIONAL LLC	30.00%	987 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICOMP	30.00%	988 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDICOOL INC	30.00%	989 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDI-DYNE HEALTHCARE PRODUCTS LTD	30.00%	990 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDIFY AIR LLC	30.00%	991 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
MEDIMAXTECH INC	30.00%	992 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDIQUE USA MGCR INC	30.00%	993 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDIVATORS INC	30.00%	994 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDIVATORS INC	30.00%	995 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MED-PAT INC	30.00%	996 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDSOURCE INTERNATIONAL LLC	30.00%	997 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTEC MEDICAL INC	30.00%	998 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTECH PRODUCTS INC	30.00%	999 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC NEUROLOGIC	30.00%	1000 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC NEUROLOGIC TECHNOLOGIES	30.00%	1001 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC PUERTO RICO OPERATIONS	30.00%	1002 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC SOFAMOR DANEK USA INC	30.00%	1003 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC USA CARDIOVASCULAR	30.00%	1004 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC USA INC	30.00%	1005 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC USA INC	30.00%	1006 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC USA INC	30.00%	1007 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC USA-CARDIOPULMONARY	30.00%	1008 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDTRONIC USA-DLP	30.00%	1009 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MEDVANTAGE LLC	30.00%	1010 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MELLING LLC	30.00%	1011 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERCER COUNTY REHAB SUPPLY INC	30.00%	1012 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERCK SHARP AND DOHME CORP	30.00%	1013 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERCK SHARP AND DOHME CORP	30.00%	1014 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERCURY ENTERPRISES INC	30.00%	1015 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERCY MEDICAL EQUIPMENT CO	30.00%	1016 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERCY SURGICAL DRESSING GR INC	30.00%	1017 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERIDIAN INDUSTRIES INC	30.00%	1018 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MERIT MEDICAL SYSTEMS INC	30.00%	1019 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MES INC	30.00%	1020 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MESA LABORATORIES INC	30.00%	1021 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
METHODIST HOSPITAL	30.00%	1022 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
METREX RESEARCH CORPORATION	30.00%	1023 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
METROPOLITAN MEDICAL SERVICES OF NC	30.00%	1024 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
METTLER ELECTRONICS CORP	30.00%	1025 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MFI MEDICAL EQUIPMENT INC	30.00%	1026 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MG SCIENTIFIC INC	30.00%	1027 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MHC MEDICAL PRODUCTS LLC	30.00%	1028 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICHAEL SCHEUING	30.00%	1029 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICHIGAN SAFETY PRODUCTS OF FLINT I	30.00%	1030 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICRO DIRECT INC	30.00%	1031 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICRO SCIENTIFIC LLC	30.00%	1032 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
MICROAIRE SURGICAL INSTRUMENTS	30.00%	1033 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICROCARE LLC	30.00%	1034 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICROCARE LLC	30.00%	1035 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICROLINE SURGICAL INC	30.00%	1036 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICROTEK MEDICAL INC	30.00%	1037 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MICROTEK MEDICAL INC	30.00%	1038 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MID CITIES HOME MEDICAL DELIVERY LL	30.00%	1039 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MIDMARK CORPORATION	30.00%	1040 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MILLER STEPHENSON MEDICAL LLC	30.00%	1041 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MILLIKEN HEALTHCARE PRODUCTS LLC	30.00%	1042 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MIMEDX GROUP INC	30.00%	1043 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MINDRAY DS USA INC	30.00%	1044 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MIR MEDICAL INTERNATIONAL	30.00%	1045 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MIZUHO ORTHOPEDIC SYSTEMS INC	30.00%	1046 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MMJ LABS LLC	30.00%	1047 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MODERN AIDS INC	30.00%	1048 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOLDED PRODUCTS INC	30.00%	1049 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOLDEX METRIC INC	30.00%	1050 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOLNLYCKE HEALTHCARE US LLC	30.00%	1051 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOLNLYCKE HEALTHCARE US LLC	30.00%	1052 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MONAGHAN MEDICAL CORPORATION	30.00%	1053 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MORRISON MEDICAL LTD	30.00%	1054 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MORTAN INC	30.00%	1055 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOTHERLOVE HERBAL COMPANY	30.00%	1056 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOTHERS MILK INC	30.00%	1057 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Motif Medical	30.00%	1058 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOUNT ROYAL SOAPS LLC	30.00%	1059 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MOUNTAINEER HOLDING LLC	30.00%	1060 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MPM MEDICAL INC	30.00%	1061 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MPS PHARMA & MEDICAL INC	30.00%	1062 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MPS PHARMA & MEDICAL INC	30.00%	1063 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MRIEQUIP.COM LLC	30.00%	1064 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MTS CONCEPTS INC	30.00%	1065 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MUFFIN ENTERPRISES INC	30.00%	1066 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MULTIFAB INC	30.00%	1067 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MULTISORB TECHNOLOGIES INC	30.00%	1068 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MXR IMAGING INC	30.00%	1069 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MYCO MEDICAL SUPPLIES INC	30.00%	1070 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MYCO MEDICAL SUPPLIES INC	30.00%	1071 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MYCONE DENTAL SUPPLY COMPANY INC	30.00%	1072 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
MYDENT INTERNATIONAL	30.00%	1073 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
MYLAN SPECIALTY	30.00%	1074 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NAAC INTERMEDIATE LLC	30.00%	1075 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NASCO HEALTHCARE INC	30.00%	1076 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NASIFF ASSOCIATES INC	30.00%	1077 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATIONAL DISTRIBUTION AND CONTRACTI	30.00%	1078 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATIONAL INDUSTRIES FOR THE BLIND	30.00%	1079 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATIONAL MEDICAL PRODUCTS INC	30.00%	1080 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATURALLY SENSIBLE SOLUTIONS LLC	30.00%	1081 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATURE PLUS INC	30.00%	1082 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATUS MEDICAL INCORPORATED	30.00%	1083 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NATUS MEDICAL INCORPORATED	30.00%	1084 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NDD MEDICAL TECHNOLOGIES INC	30.00%	1085 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NELSON INNOVATIONS LLC	30.00%	1086 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEOCHILD LLC	30.00%	1087 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEOGEN CORPORATION	30.00%	1088 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEOTECH PRODUCTS INC	30.00%	1089 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NESTLE CLINICAL NUTRITION	30.00%	1090 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEW ALLIANCE OF INDEPENDENT MED DIS	30.00%	1091 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEW ENGLAND MEDICAL SPECIALTIES	30.00%	1092 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEW ORLEANS ROAST LLC	30.00%	1093 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEW PIG CORPORATION	30.00%	1094 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEWGEN SURGICAL INC	30.00%	1095 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEWMAN GROUP LLC	30.00%	1096 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEWMATIC MEDICAL	30.00%	1097 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEXT MEDICAL PRODUCTS COMPANY LLC	30.00%	1098 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NEXT SCIENCE LLC	30.00%	1099 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NIHON KOHDEN AMERICA INC	30.00%	1100 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NIKOMED USA INC	30.00%	1101 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NILFISK ADVANCE INC	30.00%	1102 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NIPRO MEDICAL	30.00%	1103 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NJR MEDICAL INC	30.00%	1104 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NKEM INC	30.00%	1105 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NO FADE COATINGS INC	30.00%	1106 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NO SHANK INC	30.00%	1107 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NO2020 LLC	30.00%	1108 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOBEL BIOCARE USA LLC	30.00%	1109 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NONIN MEDICAL INC	30.00%	1110 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NONO SLEEVE LLC	30.00%	1111 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NORAV MEDICAL INC	30.00%	1112 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NORFOLK MEDICAL PRODUCTS INC	30.00%	1113 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NORTH AMERICAN RESCUE LLC	30.00%	1114 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
NORTHFIELD MEDICAL MANUFACTURING LL	30.00%	1115 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NORTHWEST ANTIGEN LAB LLC	30.00%	1116 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOSEOPTION INC	30.00%	1117 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOVA BIOMEDICAL CORPORATION	30.00%	1118 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOVA ONE DIAGNOSTICS LLC	30.00%	1119 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOVAMED USA INC	30.00%	1120 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOVO HEALTH SERVICES LLC	30.00%	1121 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOVO NORDISK INC	30.00%	1122 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NOVOSCI	30.00%	1123 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NU HOPE LABORATORIES, INC.	30.00%	1124 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NXSTAGE MEDICAL INC	30.00%	1125 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
NY ORTHOPEDIC USA INC	30.00%	1126 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
O&M HALYARD INC	30.00%	1127 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
O2COOL LLC	30.00%	1128 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OAKTREE PRODUCTS INC	30.00%	1129 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OASIS MEDICAL INC	30.00%	1130 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OBP CORPORATION	30.00%	1131 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OCCUNOMIX INTERNATIONAL LLC	30.00%	1132 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OCULUS INNOVATIVE SCIENCES INC	30.00%	1133 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OE MEYER CO	30.00%	1134 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OEC MEDICAL SYSTEMS INC	30.00%	1135 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OHIO MEDICAL CORP	30.00%	1136 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OLYMPUS AMERICA INC	30.00%	1137 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OMNIMED INC	30.00%	1138 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OMNISOURCE MARKETING GROUP INC	30.00%	1139 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OMRON HEALTHCARE INC	30.00%	1140 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ONE SCOUT LLC	30.00%	1141 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ONYX MEDICAL INC	30.00%	1142 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OP D OP INC	30.00%	1143 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OP2 LABS LLC	30.00%	1144 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OPTUM	30.00%	1145 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OR SPECIFIC INC	30.00%	1146 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORALABS INC	30.00%	1147 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORANGE SOL BLENDING/PACKAGING INC	30.00%	1148 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORGANOGENESIS INC	30.00%	1149 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORTHO CARE CASTING LLC	30.00%	1150 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORTHOCARE MEDICAL EQUIPMENT LLC	30.00%	1151 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORTHOMERICA PRODUCTS INC	30.00%	1152 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ORTHOPEDIC OUTFITTERS INC	30.00%	1153 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OSBORN MEDICAL CORP	30.00%	1154 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OSCOR INC	30.00%	1155 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
OSSUR AMERICAS INC	30.00%	1156 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OUTDOOR ADVENTURE SOLUTIONS INC	30.00%	1157 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
OXIMETER PLUS INC	30.00%	1158 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PACIFIC BIOMEDICAL DISTRIBUTION INC	30.00%	1159 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PACIFIC MEDICAL SPECIALTIES LLC	30.00%	1160 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PACKARD PAPER CORPORATION	30.00%	1161 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PADAGIS US LLC	30.00%	1162 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PAIN MANAGEMENT TECHNOLOGIES	30.00%	1163 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PALL LIFE SCIENCES	30.00%	1164 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PALMERO HEALTHCARE LLC	30.00%	1165 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PAR PHARMACEUTICAL	30.00%	1166 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PARISER INDUSTRIES	30.00%	1167 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PARKELL INC	30.00%	1168 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PARKER LABORATORIES INC	30.00%	1169 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PASSY MUIR INC	30.00%	1170 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PATIENT SAFETY GEAR INC	30.00%	1171 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PATIENT SHIELD CONCEPTS LLC	30.00%	1172 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PATTERSON DENTAL SUPPLY INC	30.00%	1173 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PBI MANUFACTURING	30.00%	1174 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PEACE MEDICAL	30.00%	1175 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PEAVEY CORPORATION	30.00%	1176 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PECOS STREET PHARMACY	30.00%	1177 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PEDICRAFT INC	30.00%	1178 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PELLI SKIN CO LLC	30.00%	1179 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PENBLADE INC	30.00%	1180 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PENMAR INDUSTRIES INC	30.00%	1181 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PEPPER MEDICAL INC	30.00%	1182 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERFORMANCE FABRICS INC	30.00%	1183 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERFORMANCE HEALTH SUPPLY INC	30.00%	1184 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERFORMANCE HEALTH SUPPLY INC	30.00%	1185 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERFORMANCE HEALTH SUPPLY INC	30.00%	1186 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERFORMTEX PRODUCTS INC	30.00%	1187 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERRIGO DIRECT INC	30.00%	1188 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PERSON AND COVEY INC	30.00%	1189 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PFIZER INC	30.00%	1190 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PFIZER INC	30.00%	1191 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PHARMACEUTICAL ASSOCIATES INC	30.00%	1192 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PHCI DBA GREAT LAKES SURGICAL	30.00%	1193 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PHILIPS MEDICAL SYSTEMS HSG	30.00%	1194 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PHOENIX TEXTILE CORPORATION	30.00%	1195 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PIC A POC ENTERPRISES INC	30.00%	1196 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
PILLOW FACTORY DIVISION	30.00%	1197 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PINESTAR TECHNOLOGY INC	30.00%	1198 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PIRAMAL CRITICAL CARE INC	30.00%	1199 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PIVATOOL LLC	30.00%	1200 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PJ HILTON COMPANY	30.00%	1201 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PLUSOPTIX INC	30.00%	1202 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PN MEDICAL INC	30.00%	1203 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POCKET NURSE ENTERPRISES INC	30.00%	1204 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POIESIS MEDICAL LLC	30.00%	1205 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POINT MEDICAL CORPORATION	30.00%	1206 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POLAR TECH INDUSTRIES INC	30.00%	1207 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POLY BAG CENTRAL	30.00%	1208 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POLYCONVERSIONS INC	30.00%	1209 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POLYMEDCO INC	30.00%	1210 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POM MEDICAL LLC	30.00%	1211 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
POST MEDICAL LLC	30.00%	1212 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRACTICON INC	30.00%	1213 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRE HOLDING INC	30.00%	1214 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRECISION CHARTS INC	30.00%	1215 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRECISION DYNAMICS CORP	30.00%	1216 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRECISION DYNAMICS CORPORATION	30.00%	1217 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRECISION FABRICS GROUP INC	30.00%	1218 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRECISION MEDICAL DEVICES INC	30.00%	1219 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRECISION MEDICAL INC	30.00%	1220 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PREFERRED MEDICAL PRODUCTS	30.00%	1221 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PREMIER DENTAL PRODUCTS INC	30.00%	1222 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PREMIER DENTAL PRODUCTS INC	30.00%	1223 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PREMIER GUARD LLC	30.00%	1224 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PREMIER MEDICAL PRODUTS INC	30.00%	1225 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PREMIERE PACKAGING INDUSTRIES SPICE	30.00%	1226 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRESTIGE AMERITECH LTD	30.00%	1227 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRIMARY PACKAGING INCORPORATED	30.00%	1228 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRIMELINE INDUSTRIES	30.00%	1229 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRIMIS HEALTHCARE SYSTEMS INC	30.00%	1230 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRIMO INC	30.00%	1231 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRINCETON MEDICAL GROUP INC	30.00%	1232 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRINCIPLE BUSINESS ENTERPRISES	30.00%	1233 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRINCIPLE BUSINESS ENTERPRISES INC	30.00%	1234 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROAIM AMERICAS LLC	30.00%	1235 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROALLIANCE CORP	30.00%	1236 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROCEDURE PRODUCTS RESEARCH	30.00%	1237 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
PROCHEM SPECIALTY PRODUCTS INC	30.00%	1238 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROCTER & GAMBLE DISTRIBUTING CO	30.00%	1239 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROCTER & GAMBLE DISTRIBUTING CO	30.00%	1240 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRODIGY DIABETES CARE LLC	30.00%	1241 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRODUCTS FOR MEDICINE INC	30.00%	1242 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROFESSIONAL DISPOSABLES	30.00%	1243 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROFESSIONAL PRODUCTS INC	30.00%	1244 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROFESSIONAL SECURITY CORPORATION	30.00%	1245 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROGRESSIVE MEDICAL	30.00%	1246 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROKOLD CORP	30.00%	1247 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROOPTICS LLC	30.00%	1248 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROPPER MFG CO INC	30.00%	1249 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROSEC PROTECTION SYSTEMS INC	30.00%	1250 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROSYNTHESIS LABORATORIES INC	30.00%	1251 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROTECTION PRODUCTS	30.00%	1252 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROTECTIVE INDUSTRIAL PRODUCTS INC	30.00%	1253 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PROTEIN2O INC	30.00%	1254 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PRYM CONSUMER USA INC	30.00%	1255 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PSC SOLUTIONS INC	30.00%	1256 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PURAFIL INC	30.00%	1257 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
PURE & CLEAN LLC	30.00%	1258 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Q MED CORPORATION	30.00%	1259 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QB MEDICAL INC	30.00%	1260 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QFC PLASTICS INC	30.00%	1261 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QRP INC	30.00%	1262 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QUAKER SALES & DISTRIBUTION INC	30.00%	1263 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QUALITY IN FLOW INC	30.00%	1264 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QUANTUM EMS LLC	30.00%	1265 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QUEST MEDICAL INC	30.00%	1266 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
QUEST MEDICAL INC (QMI)	30.00%	1267 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
R AND B WHOLESALE DISTRIBUTORS INC	30.00%	1268 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
R J SCHINNER CO INC	30.00%	1269 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
R&B FABRICATIONS INC	30.00%	1270 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RAC MEDICAL SOLUTIONS LLC	30.00%	1271 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RADIANS INC	30.00%	1272 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RADIOMETER AMERICA INC	30.00%	1273 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RADMEDIX LLC	30.00%	1274 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RANFAC CORPORATION	30.00%	1275 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RAPID AID	30.00%	1276 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RASHMAN CORPORATION	30.00%	1277 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RCG OF NORTH CAROLINA LLC	30.00%	1278 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
RD PLASTICS CO INC	30.00%	1279 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REAL FOOD BLENDS	30.00%	1280 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REDHAWK GROUP INTERNATIONAL LLC	30.00%	1281 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REIDY MEDICAL SUPPLY INC	30.00%	1282 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RELIABLE SALES & SERVICES LLC	30.00%	1283 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REMED SERVICES LLC	30.00%	1284 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REMINGTON MEDICAL INC	30.00%	1285 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RENU MEDICAL INC	30.00%	1286 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REPRO MED SYSTEMS INC	30.00%	1287 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REPROCESSING PRODUCTS CORP	30.00%	1288 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
REPUBLIC BAG INC	30.00%	1289 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RESPONSIVE RESPIRATORY INC	30.00%	1290 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RESTORATIVE CARE OF AMERICA	30.00%	1291 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RETRACTABLE TECHNOLOGIES INC	30.00%	1292 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RG MEDICAL DIAGNOSTICS	30.00%	1293 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RHS HEALTHCARE SOLUTIONS INC	30.00%	1294 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RHYTHMLINK INTERNATIONAL LLC	30.00%	1295 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RICCA CHEMICAL COMPANY LLC	30.00%	1296 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RICE SOLUTIONS LLC	30.00%	1297 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RICHARD W JOHNSTON	30.00%	1298 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RICHARD-ALLAN SCIENTIFIC	30.00%	1299 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RING RESCUE	30.00%	1300 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RIO GRANDE INC	30.00%	1301 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RLM TISSUE BANK PROSTHETICS	30.00%	1302 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RLS INTERVENTIONAL INC	30.00%	1303 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RMAC SURGICAL INC	30.00%	1304 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RND MEDICAL SUPPLIES INC	30.00%	1305 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROBBINS INSTRUMENTS INC	30.00%	1306 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROBERT BUSSE HOSPITAL DISPOSABLE	30.00%	1307 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCHE DIABETES CARE INC	30.00%	1308 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCHE DIAGNOSTICS CORP	30.00%	1309 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCHESTER MIDLAND CORPORATION	30.00%	1310 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCKET MEDICAL PLC	30.00%	1311 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCKLAND LAUNDRY SUPPLIES LLC	30.00%	1312 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCKWELL MEDICAL TECHNOLOGIES	30.00%	1313 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROCKWEST TECHNOLOGY GROUP INC	30.00%	1314 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROO HEALTHCARE SOLUTIONS LLC	30.00%	1315 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROTANO INTL LLC	30.00%	1316 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROY MICHAEL HEAD	30.00%	1317 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ROYAL TEXTILE MILLS INC	30.00%	1318 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RR DONNELLEY	30.00%	1319 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
RR DONNELLEY AND SONS COMPANY	30.00%	1320 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RSL HOLDINGS LLC	30.00%	1321 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RUHOF HEALTHCARE	30.00%	1322 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RUSSELL TERRY MEDICAL CO INC	30.00%	1323 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RWY ACQUISITIONS LLC	30.00%	1324 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
RYMED TECHNOLOGIES LLC	30.00%	1325 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
S AND W HEALTHCARE CORP	30.00%	1326 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
S JACKSON INC	30.00%	1327 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
S2S INNOVATIONS	30.00%	1328 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAFE GUARD TECHNOLOGIES	30.00%	1329 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAFE N SIMPLE LLC	30.00%	1330 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAFEGUARD US HOLDCO INC	30.00%	1331 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAFEHANDS DISTRIBUTION NE LLC	30.00%	1332 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAFERSONIC US INC	30.00%	1333 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAFETEC OF AMERICA INC	30.00%	1334 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAGE PRODUCTS INC	30.00%	1335 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAGE PRODUCTS INC	30.00%	1336 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SAGENT PHARMACUETICALS INC	30.00%	1337 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SALK INC	30.00%	1338 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SANDBOX MEDICAL LLC	30.00%	1339 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SANDY F GROSS	30.00%	1340 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SC JOHNSON PROFESSIONAL USA INC	30.00%	1341 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SC JOHNSON PROFESSIONAL USA INC	30.00%	1342 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SCANLAN INTERNATIONAL INC	30.00%	1343 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SCHAERER MEDICAL USA INC	30.00%	1344 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SCHILLER AMERICA INC	30.00%	1345 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SCIENCE INTERACTIVE GROUP LLC	30.00%	1346 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SCIENTIFIC PUBLISHING LTD	30.00%	1347 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SCP INTERVENTIONAL RADIOLOGY LLC	30.00%	1348 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SDI DIAGNOSTICS INC	30.00%	1349 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SDP INC	30.00%	1350 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SEABERG COMPANY INC	30.00%	1351 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SEMLER TECHNOLOGIES INC	30.00%	1352 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SEMPERMED USA INC	30.00%	1353 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SENTEC INC	30.00%	1354 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SEQIRUS USA INC	30.00%	1355 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SEROLA BIOMECHANICS INC	30.00%	1356 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHAMROCK COMPANIES INC	30.00%	1357 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHAMROCK SCIENTIFIC SPECIALTY	30.00%	1358 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHARN INC	30.00%	1359 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHARP FLUIDICS LLC	30.00%	1360 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
SHARPS COMPLIANCE INC	30.00%	1361 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHEATHING TECHNOLOGIES INC	30.00%	1362 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHELBY DISTRIBUTIONS INC	30.00%	1363 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHIELD LINE LLC	30.00%	1364 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHOE INN LLC	30.00%	1365 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SHOWA BEST GLOVE INC	30.00%	1366 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SIMPLY THICK LLC	30.00%	1367 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SINY CORP	30.00%	1368 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SIZEWISE RENTALS LLC	30.00%	1369 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SKIL CARE CORPORATION	30.00%	1370 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SKLAR INSTRUMENTS	30.00%	1371 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SKYTRON	30.00%	1372 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SLOAN CORPORATION	30.00%	1373 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMALL BEGINNINGS INC	30.00%	1374 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMI COLD THERAPY LLC	30.00%	1375 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITH & NEPHEW INC	30.00%	1376 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITH & NEPHEW INC	30.00%	1377 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITH & NEPHEW INC BIOTHERAPEUTICS	30.00%	1378 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITH & NEPHEW WOUND MANAGEMENT	30.00%	1379 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITHS MEDICAL ASD INC	30.00%	1380 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITHS MEDICAL ASD INC	30.00%	1381 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITHS MEDICAL ASD INC	30.00%	1382 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SMITHS MEDICAL ASD INC	30.00%	1383 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SNAP MEDICAL INDUSTRIES	30.00%	1384 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOL MILLENNIUM MEDICAL INC	30.00%	1385 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOLSTICE CORPORATION	30.00%	1386 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOMA TECHNOLOGY INC	30.00%	1387 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOMERSET PHARMA LLC	30.00%	1388 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SONOCO PROTECTIVE SOLUTIONS INC	30.00%	1389 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOOTHING SCENTS INC	30.00%	1390 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOTERA WIRELESS INC	30.00%	1391 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOUL SOURCE THERAPEUTIC DEVICES	30.00%	1392 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOULE	30.00%	1393 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOURCEMARK LLC	30.00%	1394 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOUTHEAST MEDICAL PRODUCTS INC	30.00%	1395 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOUTHLAND ENVELOPE CO INC	30.00%	1396 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOUTHLAND MEDICAL LLC	30.00%	1397 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOUTHMEDIC INC	30.00%	1398 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SOUTHWEST TECHNOLOGIES	30.00%	1399 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPACELABS HEALTHCARE LLC	30.00%	1400 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPAN AMERICA MEDICAL SYSTEMS INC	30.00%	1401 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
SPECIAL RESPIRATORY CARE INC	30.00%	1402 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPECIALMADE	30.00%	1403 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPECIALTY SURGICAL INSTRUMENTATION	30.00%	1404 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPECLINC PRODUCTS LLC	30.00%	1405 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPECTRA MEDICAL DEVICES INC	30.00%	1406 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPECTRA MEDICAL DEVICES INC	30.00%	1407 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPECTRUM LIFESCIENCES LLC	30.00%	1408 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPLASH SHIELD LLC	30.00%	1409 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPOILAGE CUTTER CO INC	30.00%	1410 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SPS MEDICAL SUPPLY CORP	30.00%	1411 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SR INSTRUMENTS	30.00%	1412 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SS WHITE BURS INC	30.00%	1413 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SSCOR INC	30.00%	1414 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ST MEDICAL TECHNOLOGIES INC	30.00%	1415 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STANLEY L FLEMING	30.00%	1416 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STANLEY SECURITY SOLUTIONS INC	30.00%	1417 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STAR POLY BAG INC	30.00%	1418 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STATE INDUSTRIAL PRODUCTS CORPORATI	30.00%	1419 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STATPACKS INC	30.00%	1420 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STEADMED MEDICAL LLC	30.00%	1421 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STEARNS PACKAGING CORP	30.00%	1422 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STEREO OPTICAL COMPANY INC	30.00%	1423 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERIGEAR LLC	30.00%	1424 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERILEBITS INC	30.00%	1425 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERIS CORPORATION	30.00%	1426 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERIS INSTRUMENT MANAGEMENT	30.00%	1427 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERIS INSTRUMENT MANAGEMENT	30.00%	1428 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERLING MEDICAL PRODUCTS	30.00%	1429 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STERNBILD MEDICAL CORPORATION	30.00%	1430 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STONEY CROFT CONVERTERS INC	30.00%	1431 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRADIS MEDICAL LLC	30.00%	1432 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRATEGIC APPLICATIONS INC	30.00%	1433 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRECK INC	30.00%	1434 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRUDWICK ENTERPRISES	30.00%	1435 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER INSTRUMENTS	30.00%	1436 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER INSTRUMENTS	30.00%	1437 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER SALES CORP	30.00%	1438 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER SALES CORPORATION	30.00%	1439 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER SALES CORPORATION	30.00%	1440 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER SUSTAINABILITY SOLUTIONS IN	30.00%	1441 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER SUSTAINABILITY SOLUTIONS IN	30.00%	1442 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
STRYKER SUSTAINABILITY SOLUTIONS IN	30.00%	1443 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STRYKER SUSTAINABILITY SOLUTIONS IN	30.00%	1444 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
STS CORPORATION	30.00%	1445 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUBURBAN ADULT SERVICES INC	30.00%	1446 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUGAR FREE SPECIALTIES LLC	30.00%	1447 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUMMIT INTERNATIONAL MEDICAL	30.00%	1448 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUMMIT MEDICAL INC	30.00%	1449 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUN PHARMACEUTICAL INDUSTRIAL INC	30.00%	1450 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNMED	30.00%	1451 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNMED LLC	30.00%	1452 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNMED LLC	30.00%	1453 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNMED MEDICAL SYSTEMS LLC	30.00%	1454 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNMEDICA INC	30.00%	1455 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNRISE MEDICAL US LLC	30.00%	1456 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUNSET HEALTHCARE SOLUTIONS INC	30.00%	1457 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUPERIOR AUTOCATHETER	30.00%	1458 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUREWERX USA INC	30.00%	1459 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGI PAK	30.00%	1460 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGI SHIELD USA LLC	30.00%	1461 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGICAL APPLIANCE INDUSTRIES INC	30.00%	1462 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGICAL CONCEPTS II	30.00%	1463 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGICAL PRINCIPALS INC	30.00%	1464 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGICAL SPECIALTIES CORPORATION	30.00%	1465 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGICAL TOOLS INC	30.00%	1466 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGICAL WEST INC	30.00%	1467 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGIFORM TECHNOLOGIES LTD	30.00%	1468 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SURGIMARK INC	30.00%	1469 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUTURE EXPRESS INC	30.00%	1470 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUTUREGARD MEDICAL INC	30.00%	1471 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SUZHOU MECCAN IMP AND EXP CORP	30.00%	1472 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SVS LLC	30.00%	1473 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SYMMETRY SURGICAL INC	30.00%	1474 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SYNERGETICS INC	30.00%	1475 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SYNTHETIC TUBULAR SOCKS INC	30.00%	1476 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
SZY HOLDINGS LLC DBA EVER READY	30.00%	1477 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
T G MEDICAL INC	30.00%	1478 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TABB TEXTILES CO INC	30.00%	1479 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Tactical Medical Solutions	30.00%	1480 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TACY MEDICAL INC	30.00%	1481 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TARRY MEDICAL PRODUCTS INC DBA DAND	30.00%	1482 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TARRY MEDICAL PRODUCTS INC DBA DAND	30.00%	1483 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
TAYLOR CORPORATION	30.00%	1484 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TAYLOR CORPORATION	30.00%	1485 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TAYLOR CORPORATION	30.00%	1486 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TAYLOR HEALTHCARE PRODUCTS INC	30.00%	1487 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TEAM TECHNOLOGIES INC	30.00%	1488 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TEAM TECHNOLOGIES INC	30.00%	1489 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TEC LABORATORIES INC	30.00%	1490 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TECH MEDICAL SERVICES INC	30.00%	1491 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TECHLAB INC	30.00%	1492 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TECHSTYLES	30.00%	1493 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TELEFLEX LLC	30.00%	1494 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TELEVERE SYSTEMS LLC	30.00%	1495 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TEMPO MEDICAL PRODUCTS LLC	30.00%	1496 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TEMPSHIELD LLC	30.00%	1497 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TERRAGENE LLC	30.00%	1498 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TERRY E SMITH	30.00%	1499 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TERUMO BCT INC	30.00%	1500 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TERUMO CARDIOVASCULAR SYSTEMS	30.00%	1501 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TERUMO MEDICAL CORPORATION	30.00%	1502 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TERUMO MEDICAL CORPORATION	30.00%	1503 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TETRA MEDICAL SUPPLY CORPORATION	30.00%	1504 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THAYER MEDICAL CORPORATION	30.00%	1505 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THE BOPPY COMPANY LLC	30.00%	1506 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THE SAFETY ZONE LLC	30.00%	1507 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THE TRANZONIC COMPANIES	30.00%	1508 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THE TRANZONIC COMPANIES	30.00%	1509 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THERAPEUTIC DIMENSIONS INC	30.00%	1510 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
THERESA M YANNI DBA DESIGNS BY	30.00%	1511 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TIDI PRODUCTS	30.00%	1512 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TIDI PRODUCTS	30.00%	1513 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TIDI PRODUCTS LLC	30.00%	1514 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TINGLEY RUBBER CORPORATION	30.00%	1515 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TIP INDUSTRIES INC	30.00%	1516 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TISSUE SEAL LLC	30.00%	1517 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TITMUS LLC	30.00%	1518 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TOMY INTERNATIONAL INC	30.00%	1519 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TORBOT GROUP INC	30.00%	1520 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TP ACQUISITION LLC	30.00%	1521 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRADEMARK MEDICAL LLC	30.00%	1522 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRANS MED USA INC	30.00%	1523 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRANSLITE LLC	30.00%	1524 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
TRANSMACRO PRODUCTS INC	30.00%	1525 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRANSWORLD SUPPLIER NETWORK	30.00%	1526 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRASCO LLC	30.00%	1527 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRAVIS ASSOCIATION FOR THE BLIND	30.00%	1528 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRI ANIM HEALTH SERVICES INC	30.00%	1529 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRI COR FLEXIBLE PACKAGING	30.00%	1530 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRI TECH FORENSICS INC	30.00%	1531 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRILLAMED LLC	30.00%	1532 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRINITY MEDICAL DEVICES INC	30.00%	1533 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRINITY STERILE INC	30.00%	1534 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRONEX INTERNATIONAL INC	30.00%	1535 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRU CARE HEALTH SYSTEMS	30.00%	1536 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRUE PACK LTD	30.00%	1537 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRUER MEDICAL INC	30.00%	1538 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TRYCO INCORPORATED	30.00%	1539 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TSPS INDUSTRIES INC	30.00%	1540 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TUTTNAUER USA CO LTD	30.00%	1541 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TW ENTERPRISES INC	30.00%	1542 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TWT DISTRIBUTING INC	30.00%	1543 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TYPENEX MEDICAL LLC	30.00%	1544 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TYTEX INC	30.00%	1545 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
TZ MEDICAL	30.00%	1546 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UA MEDICAL PRODUCTS INC	30.00%	1547 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ULINE	30.00%	1548 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ULTIMED INC	30.00%	1549 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ULTRA SHIELD GROUP LLC	30.00%	1550 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ULTRATAPE INDUSTRIES INC	30.00%	1551 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ULURU INC	30.00%	1552 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNDERCARE	30.00%	1553 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNIQUE LOOK INC	30.00%	1554 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNITED BIOTECH	30.00%	1555 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNITED DRUG SUPPLY INC	30.00%	1556 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNITED METAL FABRICATORS INC	30.00%	1557 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNITED PRESS INC	30.00%	1558 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNITED RADIO INCORPORATED	30.00%	1559 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNITED STATES PLASTICS CORP	30.00%	1560 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNIVAR SOLUTIONS USA INC	30.00%	1561 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UNIVERSAL MEDICAL INC	30.00%	1562 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
URESIL LLC	30.00%	1563 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
US INFUSION INC	30.00%	1564 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
US LABEL AND RIBBON GP	30.00%	1565 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
US ORTHOTICS INC	30.00%	1566 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
US SAFETY AND SUPPLY COMPANY	30.00%	1567 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
UTAH MEDICAL PRODUCTS INC	30.00%	1568 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VACUMETRICS INC	30.00%	1569 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VAL PRO CORP	30.00%	1570 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VALUMED	30.00%	1571 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VAPORTEK INC	30.00%	1572 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VAPOTHERM INC	30.00%	1573 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VARITRONICS INC	30.00%	1574 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VAXSERVE INC	30.00%	1575 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VAXSERVE INC	30.00%	1576 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VAXSERVE INC	30.00%	1577 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VECTRACOR INC	30.00%	1578 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VELANO VASCULAR INC	30.00%	1579 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VENUS LABORATORIES INC	30.00%	1580 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VERATHON INC	30.00%	1581 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VERATHON INC	30.00%	1582 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VERIDIAN HEALTHCARE LLC	30.00%	1583 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VERITIV OPERATING COMPANY	30.00%	1584 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VERITIV OPERATING COMPANY	30.00%	1585 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VERNON M LUSCO	30.00%	1586 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VESCO MEDICAL LLC	30.00%	1587 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VETERANS HEALTHCARE SUPPLY	30.00%	1588 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VETERANS HEALTHCARE SUPPLY	30.00%	1589 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VETERANS MEDICAL SUPPLY INC	30.00%	1590 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VI JON INC	30.00%	1591 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VI JON INC	30.00%	1592 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VIASYS HEALTHCARE SENSORMEDICS	30.00%	1593 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VICTORY PHARMACY OF DECATUR INC	30.00%	1594 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VISCOT MEDICAL LLC	30.00%	1595 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VISION TRAINING PRODUCTS	30.00%	1596 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VISITING NURSING ASSOCIATION OF WNY	30.00%	1597 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VITAL CARE INDUSTRIES	30.00%	1598 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VITAL CARE PRODUCTS INC	30.00%	1599 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VITAL HOSPITAL SYSTEMS INC	30.00%	1600 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VITALCOR INC	30.00%	1601 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VITALOGRAPH INC	30.00%	1602 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VITRUVIAS THERAPEUTICS INC	30.00%	1603 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VM CARDIO VASCULAR INC	30.00%	1604 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VM POSITIONING INC	30.00%	1605 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VOLK OPTICAL INC	30.00%	1606 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
VORTRAN MEDICAL TECHNOLOGY1 INC	30.00%	1607 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VWR SCIENTIFIC PRODUCTS CORP	30.00%	1608 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VYAIRE MEDICAL 203 INC	30.00%	1609 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VYAIRE MEDICAL 211 INC	30.00%	1610 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
VYAIRE MEDICAL INC	30.00%	1611 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
W A BAUM CO INC	30.00%	1612 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
W L COLLINS CORP	30.00%	1613 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
W&H MED	30.00%	1614 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WALCOTT RX PRODUCTS INC	30.00%	1615 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WALGREEN HEALTH SOLUTIONS LLC	30.00%	1616 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WALLCUR LLC	30.00%	1617 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WATERMARK MEDICAL CORPORATION	30.00%	1618 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WATERS MEDICAL SYSTEMS LLC	30.00%	1619 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WAXIES ENTERPRISES INC	30.00%	1620 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WEG SURGICAL SOLUTIONS LLC	30.00%	1621 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WELCH ALLYN INC	30.00%	1622 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WELDED PRODUCTS INC	30.00%	1623 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WELLS JOHNSON COMPANY	30.00%	1624 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WELLS LAMONT INDUSTRY GROUP	30.00%	1625 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WELMED INC	30.00%	1626 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WESTCON MEDICAL INDUSTRIES INC	30.00%	1627 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WESTERN	30.00%	1628 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WESTERN RESERVE DISTRIBUTING INC	30.00%	1629 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WESTMED INC	30.00%	1630 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WESTMED INC	30.00%	1631 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WESTNET INC	30.00%	1632 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WEXFORD LABS INC	30.00%	1633 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WHEATON RESOURCE CORPORATION	30.00%	1634 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WHITNEY PRODUCTS INC	30.00%	1635 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WINCHESTER LABORATORIES LLLP	30.00%	1636 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WINE BARREL HOLDINGS LLC	30.00%	1637 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WINFIELD LABORATORIES INC	30.00%	1638 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WOUNDKAIR CONCEPTS INC	30.00%	1639 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WS DARLEY & CO	30.00%	1640 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WY EAST MEDICAL CORPORATION	30.00%	1641 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
WYNN SHIELD INC	30.00%	1642 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
XODUS MEDICAL INC	30.00%	1643 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
XTTRIUM LABORATORIES INC	30.00%	1644 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Y2X LIFE SCIENCES LLC	30.00%	1645 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
YOUNG INNOVATIONS INC	30.00%	1646 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ZEROWET INC	30.00%	1647 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
ZEVEX INC	30.00%	1648 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ZIMMER US INC	30.00%	1649 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
ZOLL MEDICAL CORPORATION	30.00%	1650 days in stock; 3 weeks if it's a direct shipment		medline.com	*Medline Industries, LP*
Henry Schein website	34.00%		Y	www.henryschein.com/ems	*Henry Schein, Inc.*
Link to Henry Schein catalog				https://www.nxtbook.com/nxtbooks/henryschein/ems_2022/index.php#	*Henry Schein, Inc.*
Globe Bunker Gear custom	44.00%	10-12 months	yes	www.us.msasafety.com	*Bennett Fire Products*
Cairns Bunker Gear custom	42.00%	10-12 months	yes	www.us.msasafety.com	*Bennett Fire Products*
Globe Accessories	10.00%	30 days	yes	www.us.msasafety.com	*Bennett Fire Products*
Globe Footwear	31.00%	75 days	yes	www.us.msasafety.com	*Bennett Fire Products*
Cairns Helmets custom	25.00%	45 days	yes	www.us.msasafety.com	*Bennett Fire Products*
Cairns Leather Fronts	2.00%	45 days	yes	www.us.msasafety.com	*Bennett Fire Products*
Cairns Helmet Parts	2.00%	30 days	yes	www.us.msasafety.com	*Bennett Fire Products*
PGI Clothing custom	10.00%	3-4 months	yes	www.pgi-inc.com	*Bennett Fire Products*
PGI Hoods and Accessories	2.00%	60 days	yes	www.pgi-inc.com	*Bennett Fire Products*
Firecraft Gloves	5.00%	10 days	yes	www.firecraftsafety.com	*Bennett Fire Products*
Firecraft Gear Bags	2.00%	10 days	yes	www.firecraftsafety.com	*Bennett Fire Products*
Shelby Gloves	5.00%	1-2 months	yes	www.shelbyglove.com	*Bennett Fire Products*
Stanfield Lifeliner Hoods	2.00%	1-2 months	yes	www.lifeliners.com	*Bennett Fire Products*
Black Diamond Rubber Boots	5.00%	4-6 months	yes	www.bdboots.com	*Bennett Fire Products*
3M Healthcare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Ambu	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
B. Braun Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
American Diagnostic	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Amsino	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Becton Dickinson	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Cardinal Health	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Conterra	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
DefibTech	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Dukal	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Dynarex	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Graham Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
H&H Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Halyard	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Hartwell Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Intersurgical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Laerdal	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Leonhard Lang USA	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Masimo	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
MedSource	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Meret	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Microdot	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Nasco	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Nonin	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
OTWO Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Pelican	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Persys Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Pulmodyne	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Sam Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Sscort	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Stat Packs	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Taylor Healthcare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
5.11 Tactical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Ansell Healthcare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Baxter Healthcare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Bemis Manufacturing	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
C M C Rescue	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Cables and Sensors	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Certa Dose	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Conmed	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Cook Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Dick Medical Supply	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Disaster Management	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Ferno Washington	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
ForaCare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Gateway Safety	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Genstar Technologies	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
HawkePaks	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Hikma Pharmaceuticals	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
ICU Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Innovative Healthcare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
J.T. Posey	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Maco International	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Medegen Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Mercury Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Motion Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
North American Rescue	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Optimal	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
ParMed Pharmaceuticals	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Pfizer Injectables	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Philips Healthcare	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Physio-Control	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*

MANUFACTURER	Percent Off List	In Stock / Lead Time	Freight Included	WEBSITE	Vendor
Plano	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Precision Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Prestige Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Retractable Tech	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Rex EMS	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Safetec	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Sagent Pharmaceuticals	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Salter Labs	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Sensoronics	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Smiths Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Sun Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Sunmedica	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Teleflex	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
The Pillow Factory	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Tidi Products	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Tyco Mallinckrodt	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Vermed	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Welch Allyn	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Westmed	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*
Zoll Medical	28.00%	3 Days ARO	Yes		*Life-Assist, Inc.*

LAKE COUNTY, FL
REAL FLORIDA · REAL CLOSE

MODIFICATION OF CONTRACT

Modification Number:Four (4) Effective Date: 8/1/2023	Contract Number: 22-730K Title: Fire Equipment, Supplies, and Service Effective Date: 08/01/2022
Contracting Officer: Gretchen Bechtel E-mail: gbechtel@lakecountyfl.gov Telephone Number: 352-343-9765	Contractor Name and Address: Name: Ten-8 Fire and Safety, LLC Address: 2950 59th Ave Drive East City: Bradenton, FL 34203 ATTENTION: debouwer@ten8fire.com; cmorgan@ten8fire.com
Issued By: Procurement Services Lake County Administration Building 315 W. Main St., Suite 441 Tavares, Florida 32778-7800	

INSTRUCTIONS: Contractor shall sign Signature Block showing acceptance of the below written modification and return this form to Procurement Services within ten (10) days after receipt. Once fully executed, a copy of this modification will be returned to the Contractor to attach to the original Contract.

DESCRIPTION OF MODIFICATION: Contract modification to extend the agreement for two annual terms to expire on 07/31/2025.

CONTRACTOR SIGNATURE BLOCK	LAKE COUNTY SIGNATURE BLOCK
Signature: Cindy Morgan Print Name: Cindy Morgan Title: VP of Equipment and Rescue Sales Date: 3/1/2023 E-mail: cmorgan@ten8fire.com Secondary E-mail: Debouwer@ten8fire.com	Signature: Print Name: Gretchen Bechtel, CPPB, Contracting Officer II Title: Date: Digitally signed by Gretchen Bechtel, CPPB, Contracting Officer II Date: 2023.03.01 13:27:26 -05'00'

Distribution:
Original – Bid File
Copy – Contractor
Contracting Officer

1. SCOPE OF SERVICES

Contractor(s) shall provide repair service for County owned vehicles and operating equipment as needed. A list of the vehicle and equipment brands currently owned and maintained by the County is included in Attachment 4. Types of services and repairs that may be required under the resulting contract(s) include but are not limited to: hydraulic, drive-train, electrical, chassis, heating/air conditioning, transmission, wheel alignment, tire balancing, suspension, steering, welding, retrofitting, up fitment and restoration.

2. CONTRACTOR'S RESPONSIBILITIES

2.1. The Contractor shall furnish all labor, materials, tools, and equipment necessary for satisfactory contract performance and as recommended by the vehicle or equipment manufacturer(s). All material, workmanship, and equipment shall be subject to the inspection and approval of the County's Fleet Manager.

2.2. The Contractor shall have the capability of transporting and storing vehicles. The vehicle shall be stored in a safe, secure location. Storage shall be at no charge to County.

2.3. The Contractor shall have or have access to a clean, complete, and modern facility.

2.4. The Contractor shall submit a written estimate via e-mail (FleetMaintenance@lakecountyfl.gov) to the Fleet Maintenance Division within twenty-four (24) hours after receiving the vehicle for estimate.

2.5. The Contractor shall include on each estimate: County vehicle number, VIN, estimated start and completion dates, labor hours and rate per hour as submitted in bid, itemized listing of replacement repair parts showing retail list price of each part less Contractor's discount percentage.

2.6. The Contractor shall complete the repairs in a timely manner after the authorization for repair is received.

2.7. The Contractor shall provide parts or maintenance certified (remanufactured) parts which meet or exceed Original Equipment Manufacturer (OEM) standards. Maintenance certified parts shall be warranted for merchantability and carry a warranty equal to new products.

2.8. The Contractor shall guarantee repairs against any and all defects in workmanship, parts or materials, and will return the vehicle to the manufacturer's specifications.

2.9. The Contractor shall guarantee all work performed shall be subject to an unconditional repair warranty of one (1) year / 12,000 miles on labor and the repair parts shall have the standard manufacturer's warranty.

2.10. The Contractor shall keep all damaged/nonworking parts which are replaced for a minimum of fourteen (14) days for inspection by the County, unless prior approval is received.

2.11. The Contractor shall ensure that the County has received the latest version of any MSDS forms required by 29 CFR 1910.1200 for any hazardous material.

3. COUNTY RESPONSIBILITIES

3.1 The County does not guarantee a minimum or maximum dollar amount to be expended on any contract(s) resulting from this solicitation. This is an indefinite quantity contract with no guarantee services will be required.

3.2 The County reserves the right to add or delete services, equipment, vehicles, and brands from this contract as needed.

3.3 The County will review estimates and approve the requested repair work. No work shall commence without the County's approval.

3.4 The County will inspect all work before the acceptance of the repaired vehicles or equipment. All returned work must be completed within seven (7) calendar days and at the Contractor's expense according to industry standards.

3.5 The County reserves the right to cancel orders or require the Contractor to replace all items received that do not conform to specifications or are deemed defective.

4. DELIVERY REQUIREMENTS AND ACCEPTANCE

The Contractor shall deliver repaired items to the **Fleet Maintenance Shop, 20423 Independence Blvd., Groveland, FL 34736** during normal Fleet business hours only **(Monday-Friday, 8:00 a.m. - 5:00 p.m.)**

5. FACILITIES SHALL BE PROVIDED IN CENTRAL FLORIDA BY THE VENDOR

Offers will only be accepted from vendors which have service facilities that are in Central Florida (defined as Lake, Osceola, Orange, Seminole, Volusia, Marion, Polk, and Sumter counties). Service facilities are defined as facilities that can provide a full range of parts and repairs for the items covered by this solicitation and resultant contract.

5.1 The County reserves the right to perform an inspection of these service facilities during the offer evaluation period, and any time during the term of the contract, and to use this inspection as a means for determining the vendor to which award will be made under this solicitation. The acceptability of the size, location, level of security, and overall functionality of the service facility shall be determined by the County in consideration of the contract requirements. The County's best interests shall prevail in this regard, and the decision of the County shall be final.

6. TOWING SERVICE

Contractors that have the ability, shall provide twenty-four (24) hours, seven (7) days a week, towing services. All vehicles under this service shall be towed directly to the Contractor's repair shop, unless otherwise stipulated by the County.

6.1 Regular towing service is defined as being performed during normal business hours (Monday – Friday, 8:00 a.m. – 5:00 p.m.) from any location within the County. Regular towing service shall include a response time within a twenty-four (24) hours after receiving notification of work.

6.2 Emergency towing service shall be defined as being performed outside of the normal business hours listed in Sub Section 6.1 from any location within the County. Emergency towing service shall include a response time within two (2) hours after receiving notification of work.

7. PRICE REDETERMINATIONS

Contractor may petition for a price redetermination with documented increases in the cost of wages, fuel, or materials. Petitions for price redeterminations should be made within 30 calendar days of the anniversary date of the Contract. Unless otherwise expressly set forth in the Contract, no other price redeterminations will be allowed.

7.1. Basis for Price Redeterminations. Price redeterminations will be based upon changes documented by the applicable Employment Cost Index (ECI) or Producer Price Index (PPI) as published on the *Bureau of Labor Statistics site here*. The base index number will be based on the solicitation's opening date. Subsequent price redeterminations will use the last approved price redetermination as the base index number. The County shall have the right to audit the Contractor's records to verify/investigate the validity of any request. Contractor will be required to petition for a price redetermination decrease if pricing decreases. Failure to make such petition may be grounds for contract termination and shall entitle the County to a refund of the cumulative prior price redeterminations increase paid.

7.2. Wage Price Redetermination. Contractor should utilize the Employment Cost Index, Total Compensation, Private Industry, Index Number and Occupational Group from the Bureau of Labor Statistics located on the *Statistics Site here*. The base figure will be tied to trade, transportation, and utilities under the heading Service Providing Industries. Wage price redetermination increases will be considered only by reason of wage increases associated with the Contractor's employees performing Contract work.

7.3. Minimum Wage Price Redetermination. Contractor may petition for price redetermination for Contractor's minimum wage employees should the minimum wage increase during the Contract. Upon verification, the County will grant an increase matching the minimum wage increase.

7.4. Fuel Price Redetermination. If fuel prices change by a minimum of ten percent, Contractor may petition for a fuel price redetermination. Fuel price redetermination are based upon changes as documented by the Producer Price Index (PPI) for the commodities "Unleaded Gasoline - WPU057104" or "#2 diesel fuel - WPU057303," as applicable to the Contractor's performance of the Contract.

7.5. Materials Price Redetermination. Contractor may petition for a materials price redetermination. As a condition of petitioning for a materials price increase, Materials price redetermination must be based solely upon changes as documented by the Producer Price Index (PPI) for the commodity as published by the Bureau of Labor Statistics.

7.6. Expiration Upon Failure to Agree to Price Redetermination. If the County and Contractor cannot agree to a price redetermination, the Contract will automatically expire without penalty or further expense to either party after a period of six months following the Contractor's initial request for such price redetermination. The County reserves the right, at no expense, penalty, or consequence to the County, to award any remaining tasks thereunder to the next available most responsive and responsible contractor.

[*The remainder of this page intentionally left blank*]

21-0714 - Repair Svc for Lake County Vehicles & Operating Equipment, As Needed

The Contractor(s) shall furnish all labor, materials, tools, transportation and equipment necessary to provide services to County owned vehicles and equipment. Services will be performed in accordance with the specifications listed in the solicitation. The Contractor may provide any or all services. This is an indefinite quantity contract with no guarantee services will be required. The County does not guarantee a dollar amount to be expended on any contract resulting from this solicitation.

		Caskey's Mower Shop	Circuit Motorsports	Cumberland International	Orlando Freightliner	Ring Power	Rush Truck Centers	Ten8 Fire Equipment	The Truck Shop
ITEM #	ITEM DESCRIPITION	PRICE PER UNIT	PRICE PER UNIT	PRICE PER UNIT	PRICE PER UNIT	PRICE PER UNIT	PRICE PER UNIT	PRICE PER UNIT	PRICE PER UNIT
	LABOR RATE	**Hourly Rate**	**Hourly Rate**	**Hourly Rate**	**Hourly Rate**	**Hourly Rate**	**Hourly Rate**	**Hourly Rate**	**Hourly Rate**
	1. Hourly labor rate for repairs and service Monday-Friday, 8:00 am to 5:00 pm – AT VENDOR FACILITY	$60.00	$99.00	$105.00	$155.00	$120.00	$102.00	$115.00	$125.00
	2. Hourly labor rate for repairs and service Monday-Friday, 5:01 pm to 7:59 am, Saturdays, Sundays, Holidays – AT VENDOR	$150.00	N/A	$125.00	$155.00	$166.00	$142.00	$175.00	$135.00
	3. Hourly labor rate for repairs and service Monday-Friday, 8:00 am to 5:00 pm – OFF SITE	$120.00	N/A	$125.00	N/A	Field 135.00/3.75 per mile	$142.00	$130.00	$135.00
	4. Hourly labor rate for repairs and service Monday-Friday, 5:01 pm to 7:59 am, Saturdays, Sundays, Holidays – OFF SITE	N/A	N/A	$125.00	N/A	Field 182.00/3.75 per mile	$162.00	$225.00	$135.00
	PARTS DISCOUNT RATES:								
	Parts Discount Percentage (%) off List Price	Varies per Manufacturer	10%	Pricing based off Navistar latest price	15%		20% - 30%	5.00%	20%
	MISCELLANEOUS RATES:	**Per Repair Cost**	**Per Repair Cost**	**Per Repair Cost**	**Per Repair Cost**	**Per Repair Cost**	**Per Repair Cost**	**Per Repair Cost**	**Per Repair Cost**
	Shop Charges	5%	5%	$9.00	10% OF LABOR COST		5% labor	8% of Labor	10% of labor
	Environmental Charges	$7.50	1%	$0.00	$18.00	7% of total/$300.00 max	$4.00 per labor OP		1% of labor
	Disposal Fees	10.00-100.00 depending	1%	$2.50	VARIABLE		$0.00		2% of labor
	Other (please list if any):								
	Computer Hook up	N/A	N/A	$99.00			$250.00		
		N/A	N/A	N/A			$25.00		
		N/A	N/A	N/A			$100.00		
	TOWING/DELIVERY RATES:	**Per Mile Cost**	**Per Mile Cost**	**Per Mile Cost**	**Per Mile Cost**	**Per Mile Cost**	**Per Mile Cost**	**Per Mile Cost**	**Per Mile Cost**
	Regular Towing service - Monday - Friday; 8 am - 5 pm; within 24	$1.50	N/A	$0.00	N/A		N/A		See attached
	Emergency Towing Service - Monday - Friday; 5:01 pm to 7:59 am, All Day on Saturdays, Sundays, Holidays within 2 hour response	$5.00	N/A	$0.00	N/A		N/A		See attached
	Vehicle Delivery	$1.50	$1.50	$0.00	N/A		$50.00	$65.00 per/hr	$125.00
	Pickup of Operable Vehicle Needing Repair	$1.50	$1.50	$0.00	N/A		$50.00	$65.00 per/hr	$125.00
	PRICING SHEET GENERAL INFORMATION								
	Shop Location:	31333 Saunders Circle, Tavares, FL 32778	290 Iris Rd Casselberry, FL 32707	5221 Hwy 40 West, Ocala, Fl 34482	2455 SOUTH ORANGE BLOSSOM TRAIL, APOPKA, FL 32703	9901 Ringhaver Dr., Orlando, FL or 6200 N. US Hwy. 444, Ocala	1925 W. Princeton st. Orlando, Fl. 32804	141Maritime Dr, Sanford, FL 32771	3711 Rogers Industrial Park Rd., Okahumpka, FL 34762
	Shop Telephone and Fax Number:	352-343-2151	407-325-2176	352-732-8151	407-295-3846	Orlando (407)855-6195; Ocala (352)732-2800	Ph 321-221-2300 Fax 321-221-2405	407-328-5081	352-4365-0000
	Parts price list Used and date of Price List:	N/A	Variable (invoice with costs will be provided)	Most current edition of PL310PDC Customer edition & PL322 Direct Ship customer	N/A	N/A	Paccar Parts 06/01/2021 Updates Bi-Annually		Will vary depending on vendor used
	Minimum Order (if any)	none on most items	None	None	0	N/A	$0		N/A
	Handling Fee if less than minimum order:	$15.00		None	N/A	N/A	$0		0
	Response Time (from initial contact and delivery to repairs being conducted):	24-48 hours usually			2 HOURS	four (4) hour average	24-48 Hrs to repairs initiated / 7 Day average to completetion		Depends on location of vehicle
	Does your firm offer pick up and delivery of vehicles and equipment?	**Yes**	**Yes**	**Yes**	**No**	**Yes**	**Yes**	**Yes**	**Yes**
	Does your firm have towing capabilities:	**Yes**	**No**	**No**	**No**	**No**	**No**	**No**	**Yes**
	Vendor contact for emergency and/or disaster service 24 hours / 7 days a week:	352-551-6943		Dennis Webb 352-427-2283		Orlando (407)509-8339; Ocala (352)266-1244	Mike Howell 321-689-4381		**No**
	Exceptions to specifications (If yes, upload a separate sheet with exceptions detailed):	**No**	**No**		**No**	**Yes**	**Yes**		**No**

CONTRACT NO. 21-0714G
For
Repair Services for Lake County Vehicles and Operating Equipment

LAKE COUNTY, FLORIDA, a political subdivision of the State of Florida, through its Board of County Commissioners (hereinafter "County") does hereby accept, with noted modifications, if any, the bid of **Ten-8 Fire and Safety, LLC** (hereinafter "Contractor") to supply **Repair Services for Lake County Vehicles and Operating Equipment** to the County pursuant to County Bid number **21-0714** with any included addenda (hereinafter "Bid"), with an opening date of 06/01/201, and Contractor's Bid response dated 5/10/2021, thereto with all County Bid provisions governing.

A copy of the Contractor's signed Bid is attached hereto and incorporated herein, thus making it a part of this Contract except that any items not awarded have been struck through. The attachments noted below (if any) are attached hereto and are also made a part of this Contract.

Attachments: Exhibit A – Scope of Work, Exhibit B – Insurance Requirements, Attachment 1 - Submittal Form, Attachment 2 – Pricing Sheet, Attachment 3 – Equipment List,

No financial obligation under this Contract shall accrue against the County until a specific purchase transaction is completed pursuant to the terms and conditions of this Contract.

Contractor shall submit the documents hereinafter listed prior to commencement of this Contract: Insurance and Waiver of Subrogation.

The County's Procurement Services Director shall be the sole judge as to the fact of the fulfillment of this Contract, and upon any breach thereof, shall, at his option, declare this Contract terminated, and for any loss or damage by reason of such breach, whether this Contract is terminated or not, said Contractor and their surety for any required bond shall be liable.

This Contract is effective from 10/1/2021 through 9/30/2022, except the County reserves the right to terminate this Contract immediately for cause and/or lack of funds and with thirty (30) day written notice for the convenience of the County. This Contract provides for two (2) two (2) year renewals at Lake County's sole option at the terms noted in the Bid.

Any and all modifications to this Contract must be in writing signed by the County's Procurement Services Director.

LAKE COUNTY, FLORIDA

By: *Gretchen Bechtel*

Contracting Officer II

Date: 9/14/2021

Distribution: Original-Bid File
Copy-Contractor
Copy-Department

EXHIBIT A – SCOPE OF SERVICES **21-0714**
REPAIR SERVICES FOR VEHICLES AND OPERATING EQUIPMENT, AS NEEDED

1. SCOPE OF SERVICES

Contractor(s) shall provide repair service for County owned vehicles and operating equipment as needed. A list of the vehicle and equipment brands currently owned and maintained by the County is included in Attachment 4. Types of services and repairs that may be required under the resulting contract(s) include but are not limited to: hydraulic, drive-train, electrical, chassis, heating/air conditioning, transmission, wheel alignment, tire balancing, suspension, steering, welding, retrofitting, up fitment and restoration.

2. CONTRACTOR'S RESPONSIBILITIES

2.1. The Contractor shall furnish all labor, materials, tools, and equipment necessary for satisfactory contract performance and as recommended by the vehicle or equipment manufacturer(s). All material, workmanship, and equipment shall be subject to the inspection and approval of the County's Fleet Manager.

2.2. The Contractor shall have the capability of transporting and storing vehicles. The vehicle shall be stored in a safe, secure location. Storage shall be at no charge to County.

2.3. The Contractor shall have or have access to a clean, complete, and modern facility.

2.4. The Contractor shall submit a written estimate via e-mail (FleetMaintenance@lakecountyfl.gov) to the Fleet Maintenance Division within twenty-four (24) hours after receiving the vehicle for estimate.

2.5. The Contractor shall include on each estimate: County vehicle number, VIN, estimated start and completion dates, labor hours and rate per hour as submitted in bid, itemized listing of replacement repair parts showing retail list price of each part less Contractor's discount percentage.

2.6. The Contractor shall complete the repairs in a timely manner after the authorization for repair is received.

2.7. The Contractor shall provide parts or maintenance certified (remanufactured) parts which meet or exceed Original Equipment Manufacturer (OEM) standards. Maintenance certified parts shall be warranted for merchantability and carry a warranty equal to new products.

2.8. The Contractor shall guarantee repairs against any and all defects in workmanship, parts or materials, and will return the vehicle to the manufacturer's specifications.

2.9. The Contractor shall guarantee all work performed shall be subject to an unconditional repair warranty of one (1) year / 12,000 miles on labor and the repair parts shall have the standard manufacturer's warranty.

2.10. The Contractor shall keep all damaged/nonworking parts which are replaced for a minimum of fourteen (14) days for inspection by the County, unless prior approval is received.

2.11. The Contractor shall ensure that the County has received the latest version of any MSDS forms required by 29 CFR 1910.1200 for any hazardous material.

3. COUNTY RESPONSIBILITIES

3.1 The County does not guarantee a minimum or maximum dollar amount to be expended on any contract(s) resulting from this solicitation. This is an indefinite quantity contract with no guarantee services will be required.

3.2 The County reserves the right to add or delete services, equipment, vehicles, and brands from this contract as needed.

3.3 The County will review estimates and approve the requested repair work. No work shall commence without the County's approval.

3.4 The County will inspect all work before the acceptance of the repaired vehicles or equipment. All returned work must be completed within seven (7) calendar days and at the Contractor's expense according to industry standards.

3.5 The County reserves the right to cancel orders or require the Contractor to replace all items received that do not conform to specifications or are deemed defective.

4. DELIVERY REQUIREMENTS AND ACCEPTANCE

The Contractor shall deliver repaired items to the **Fleet Maintenance Shop, 20423 Independence Blvd., Groveland, FL 34736** during normal Fleet business hours only **(Monday-Friday, 8:00 a.m. - 5:00 p.m.)**

5. FACILITIES SHALL BE PROVIDED IN CENTRAL FLORIDA BY THE VENDOR

Offers will only be accepted from vendors which have service facilities that are in Central Florida (defined as Lake, Osceola, Orange, Seminole, Volusia, Marion, Polk, and Sumter counties). Service facilities are defined as facilities that can provide a full range of parts and repairs for the items covered by this solicitation and resultant contract.

5.1 The County reserves the right to perform an inspection of these service facilities during the offer evaluation period, and any time during the term of the contract, and to use this inspection as a means for determining the vendor to which award will be made under this solicitation. The acceptability of the size, location, level of security, and overall functionality of the service facility shall be determined by the County in consideration of the contract requirements. The County's best interests shall prevail in this regard, and the decision of the County shall be final.

6. TOWING SERVICE

Contractors that have the ability, shall provide twenty-four (24) hours, seven (7) days a week, towing services. All vehicles under this service shall be towed directly to the Contractor's repair shop, unless otherwise stipulated by the County.

6.1 Regular towing service is defined as being performed during normal business hours (Monday – Friday, 8:00 a.m. – 5:00 p.m.) from any location within the County. Regular towing service shall include a response time within a twenty-four (24) hours after receiving notification of work.

6.2 Emergency towing service shall be defined as being performed outside of the normal business hours listed in Sub Section 6.1 from any location within the County. Emergency towing service shall include a response time within two (2) hours after receiving notification of work.

7. PRICE REDETERMINATIONS

Contractor may petition for a price redetermination with documented increases in the cost of wages, fuel, or materials. Petitions for price redeterminations should be made within 30 calendar days of the anniversary date of the Contract. Unless otherwise expressly set forth in the Contract, no other price redeterminations will be allowed.

7.1. Basis for Price Redeterminations. Price redeterminations will be based upon changes documented by the applicable Employment Cost Index (ECI) or Producer Price Index (PPI) as published on the *Bureau of Labor Statistics site here*. The base index number will be based on the solicitation's opening date. Subsequent price redeterminations will use the last approved price redetermination as the base index number. The County shall have the right to audit the Contractor's records to verify/investigate the validity of any request. Contractor will be required to petition for a price redetermination decrease if pricing decreases. Failure to make such petition may be grounds for contract termination and shall entitle the County to a refund of the cumulative prior price redeterminations increase paid.

7.2. Wage Price Redetermination. Contractor should utilize the Employment Cost Index, Total Compensation, Private Industry, Index Number and Occupational Group from the Bureau of Labor Statistics located on the *Statistics Site here*. The base figure will be tied to trade, transportation, and utilities under the heading Service Providing Industries. Wage price redetermination increases will be considered only by reason of wage increases associated with the Contractor's employees performing Contract work.

7.3. Minimum Wage Price Redetermination. Contractor may petition for price redetermination for Contractor's minimum wage employees should the minimum wage increase during the Contract. Upon verification, the County will grant an increase matching the minimum wage increase.

7.4. Fuel Price Redetermination. If fuel prices change by a minimum of ten percent, Contractor may petition for a fuel price redetermination. Fuel price redetermination are based upon changes as documented by the Producer Price Index (PPI) for the commodities "Unleaded Gasoline - WPU057104" or "#2 diesel fuel - WPU057303," as applicable to the Contractor's performance of the Contract.

7.5. Materials Price Redetermination. Contractor may petition for a materials price redetermination. As a condition of petitioning for a materials price increase, Materials price redetermination must be based solely upon changes as documented by the Producer Price Index (PPI) for the commodity as published by the Bureau of Labor Statistics.

7.6. Expiration Upon Failure to Agree to Price Redetermination. If the County and Contractor cannot agree to a price redetermination, the Contract will automatically expire without penalty or further expense to either party after a period of six months following the Contractor's initial request for such price redetermination. The County reserves the right, at no expense, penalty, or consequence to the County, to award any remaining tasks thereunder to the next available most responsive and responsible contractor.

[*The remainder of this page intentionally left blank*]

Vendor shall provide proof of insurance capabilities, including but not limited to, the requirements of this Solicitation. Coverage does not have to be in effect prior to a Purchase Order or Contract being executed by the County.

Awarded Vendor (Contractor) shall provide an original certificate of insurance reflecting coverage in accordance with the requirements of this Exhibit B within five working days of such request. It must be received and accepted by the County prior to contract execution and before work begins.

Contractor shall provide and maintain insurance policies with a company(ies) authorized to do business in the State of Florida, and which are acceptable to the County, insuring the Contractor against any and all claims, demands, or causes of action whatsoever, for injuries received or damage to property relating to the performance of duties, services, or obligations of the Contractor under the terms and provisions of the Contract without cost or expense to the County during the entire term of any Contract. Contractor is responsible for timely provision of certificates of insurance to the County at the Certificate Holder address evidencing conformance with the Contract requirements at all times throughout the term of the Contract.

Such policies of insurance, and confirming certificates of insurance, must ensure the Contractor in accordance with the following minimum limits:

1. General Liability insurance on forms no more restrictive than the latest edition of the Occurrence Form Commercial General Liability policy (CG 00 01) of the Insurance Services Office or equivalent without restrictive endorsements, with the following minimum limits and coverage:

Each Occurrence/General Aggregate	$1,000,000/2,000,000
Products-Completed Operations	$2,000,000
Personal & Adv. Injury	$1,000,000
Fire Damage	$50,000
Medical Expense	$5,000
Contractual Liability	Included

   Coverage must be provided on a per project basis.

2. Automobile liability insurance, including all owned, non-owned, scheduled, and hired autos with the following minimum limits and coverage:

Combined Single Limit	$1,000,000

3. Workers' compensation insurance based on proper reporting of classification codes and payroll amounts in accordance with Chapter 440, Florida Statutes, and any other applicable law requiring workers' compensation (Federal, maritime, etc.). If not required by law to maintain workers' compensation insurance, the Contractor must provide a notarized statement to not hold the County responsible for any payment or compensation.

4. Employers' Liability insurance with the following minimum limits and coverage:

Each Accident	$1,000,000
Disease-Each Employee	$1,000,000
Disease-Policy Limit	$1,000,000

5. The following additional coverage must be provided if a dollar value is inserted below:
   Loss of Use at coverage value: $ _1,000,000_____
   Garage Keepers Liability at coverage value: $ ___1,000,000_____

Lake County, a Political Subdivision of the State of Florida, and the Board of County Commissioners, must be named as additional insured as the County's interest may appear on all applicable liability insurance policies. With regards to General Liability, additional insured for

ongoing operations (CG 2010 or equivalent) and products and completed operations (CG 2037 or equivalent) must be provided.

The certificates of insurance must provide for a minimum of thirty (30) days prior written notice to the County of any change, cancellation, or nonrenewal of the provided insurance. It is the vendor's specific responsibility to ensure that any such notice is provided within the stated timeframe to the County.

Contractor must provide a copy of all policy endorsements reflecting the required coverage, with Lake County listed as an additional insured along with all required provisions to include waiver of subrogation. Contracts cannot be completed without this required insurance documentation. ***(Note: A simple COI WILL NOT be accepted in lieu of the policy endorsements).***

Certificates of insurance must identify the applicable solicitation number in the Description of Operations section of the Certificate. Certificate Holder must be:

LAKE COUNTY, A POLITICAL SUBDIVISION OF THE STATE OF FLORIDA, AND THE BOARD OF COUNTY COMMISSIONERS.
P.O. BOX 7800
TAVARES, FL 32778-7800

Certificates of insurance must evidence a waiver of subrogation in favor of the County, that coverage will be primary and noncontributory, and that each evidenced policy includes a Cross Liability or Severability of Interests provision, with no requirement of premium payment by the County.

Contractor will be responsible for subcontractors and subcontractors' insurance. Subcontractors must provide certificates of insurance to the Contractor evidencing coverage and terms in accordance with the Contractor's requirements.

All self-insured retentions must appear on the certificates and will be subject to approval by the County. At the option of the County, the insurer must reduce or eliminate such self-insured retentions, or the Contractor or subcontractor must procure a bond guaranteeing payment of losses and related claims expenses.

The County will be exempt from, and in no way liable for, any sums of money, which may represent a deductible or self-insured retention in any insurance policy. The payment of such deductible or self-insured retention will be the sole responsibility of the Contractor or subcontractor providing such insurance.

Failure to obtain and maintain such insurance as set out above will be considered a breach of contract and may result in termination of the Contract for default.

Neither approval by the County of any insurance supplied by the Contractor or subcontractors, nor a failure to disapprove that insurance, will relieve the Contractor or subcontractors of full responsibility for liability, damages, and accidents as set forth in this solicitation or any contract arising from this solicitation.

[Remainder of this page intentionally left blank.]

The undersigned hereby declares that: Ten-8 Fire & Safety, LLC has examined and accepts the specifications, terms, and conditions presented in this Solicitation, satisfies all legal requirements to do business with the County, and to furnish **REPAIR SERVICES FOR LAKE COUNTY VEHICLES AND OPERATING EQUIPMENT, AS NEEDED** for which Submittals were advertised to be received no later than 3:00 P.M. Eastern time on the date stated in the solicitation or as noted in an addenda. Furthermore, the undersigned is duly authorized to execute this document and any contracts or other transactions required by award of this Solicitation.

All pricing will be FOB Destination unless otherwise specified in this solicitation document. Pricing submitted will remain valid for a ninety (90) day period.

Vendor will accept payment through the County VISA-based payment system: NO

1.0 TERM OF CONTRACT

The Contract will be awarded for an initial one (1) year term with the option for four (4) subsequent one (1) year renewals. Renewals are contingent upon mutual written agreement.

The Contract will commence upon the first day of the next calendar month after Board approval. The Contract remains in effect until completion of the expressed and implied warranty periods. The County reserves the right to negotiate for additional services/items similar in nature not known at time of solicitation.

Contract prices resultant from this solicitation will prevail for the full duration of the Contract unless otherwise indicated elsewhere. Prior to completion of each exercised term, the County may consider an adjustment to price based on changes as published by the U.S. Department of Labor, Bureau of Labor Statistics. Refer to Exhibit A – Scope of Services. It is the Contractor's responsibility to request in writing any pricing adjustment under this provision.

2.0 METHOD OF PAYMENT

The Contractor must submit an accurate invoice to the County's using department. The date of the invoice must be after delivery but no more than 30 calendar days after delivery. Invoices must reference the: purchase or task order; delivery date, delivery location, and corresponding packing slip or delivery ticket signed by a County representative at the time of acceptance. Failure to submit invoices in the prescribed manner will delay payment.

Payments will be tendered in accordance with the Florida Prompt Payment Act, Part VII, Chapter 218, Florida Statutes. The County will remit full payment on all undisputed invoices within 45 days from receipt by the appropriate County using department. The County will pay interest not to exceed 1% per month on all undisputed invoices not paid within 30 days after the due date.

3.0 CERTIFICATION REGARDING LAKE COUNTY TERMS AND CONDITIONS:

I certify that I have reviewed the Lake County General Terms and Conditions page and accept the Lake County General Terms and Conditions dated 10/10/2019 as written including the Proprietary/Confidential Information section. YES Failure to acknowledge may result in Submittal being deemed non-responsive.

4.0 CERTIFICATION REGARDING FELONY CONVICTION:

Has any officer, director, or an executive performing equivalent duties, of the bidding entity been convicted of a felony during the past ten (10) years? NO

5.0 CONFLICT OF INTEREST DISCLOSURE CERTIFICATION:

Except as listed below, no employee, officer, or agent of the firm has any conflicts of interest, real or apparent, due to ownership, other clients, contracts, or interests associated with this project; and, this Submittal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a proposal for the same services, and is in all respects fair and without collusion or fraud. Click or tap here to enter text.

6.0 CERTIFICATION REGARDING BACKGROUND CHECKS:

Under any County Contract that involves Contractor or subcontractor personnel working in proximity to minors, the Vendor hereby confirms that any personnel so employed will have successfully completed an initial, and subsequent annual, Certified Background Check, completed by the Contractor at no additional cost to the County. The County retains the right to request and review any associated records with or without cause, and to require replacement of any Contractor employee found in violation of this requirement. Contractor shall indemnify the County in full for any adverse act of any such personnel in this regard. Additional requirements may apply in this regard as included within any specific contract award. YES

7.0 DISADVANTAGED BUSINESS ENTERPRISE PROGRAM

The County does not establish specific goals for minority set-asides however, participation by minority and non-minority qualified firms is strongly encouraged. If the firm is a minority firm or has obtained certification by the State of Florida, Office of Supplier Diversity, (OSD) (CMBE), please indicate the appropriate classification(s) Choose an item. Choose an item.
and enter OSD Certification Number Click or tap here to enter text.
and enter effective date Click or tap to enter a date. to date Click or tap to enter a date.

8.0 RECIPROCAL VENDOR PREFERENCE:

Vendors are advised the County has established, under Lake County Code, Chapter 2, Article VII, Sections 2-221 and 2-222; a process under which a local vendor preference program applied by another county may be applied in a reciprocal manner within Lake County. The following information is needed to support application of the Code:

A. Primary business location of the responding Vendor: Sanford, Florida
B. Does the responding vendor maintain a significant physical location in Lake County at which employees are located and business is regularly transacted: NO If "yes" is checked, provide supporting detail: Click or tap here to enter text.

9.0 GENERAL VENDOR INFORMATION:

Firm Name: Ten-8 Fire & Safety, LLC

Street Address: 141 Maritime Drive

City: Sanford State and ZIP Code: Florida, 32771

Mailing Address (if different): Click or tap here to enter text.

Telephone: 407-328-5081 Fax: Click or tap here to enter text.

Federal Identification Number / TIN: 59-2812764

DUNS Number: 039680376

10.0 SUBMITTAL SIGNATURE:

I hereby certify the information indicated for this Submittal is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am an authorized representative of this Vendor and/or empowered to execute this Submittal on behalf of the Vendor. I, individually and on behalf of the Vendor, acknowledge and agree to abide by all terms and conditions contained in this solicitation as well as any attachments, exhibits, or addenda.

Name of Legal Representative Submitting this Proposal: *Floyd Hicks*

Date: 5/26/2021

Print Name: Floyd Hicks

Title: Service Manager

Primary E-mail Address: fhicks@ten8fire.com

Secondary E-mail Address: Click or tap here to enter text.

The individual signing this Submittal affirms that the facts stated herein are true and that the response to this Solicitation has been submitted on behalf of the aforementioned Vendor.

[The remainder of this page is intentionally blank]

Type Your Firm's Name Here **SAVE AND SUBMIT AS AN EXCEL FILE**	
The Contractor shall furnish all labor, materials, tools, transportation and equipment necessary to provide services to County owned vehicles and equipment. Services will be performed in accordance with the specifications listed in the solicitation. The Contractor may provide any or all services. This is an indefinite quantity contract with no guarantee services will be required. The County does not guarantee a dollar amount to be expended on any contract resulting from this solicitation.	
All pricing shall be FOB Destination unless otherwise specified in this solicitation document.	
LABOR RATES: Please insert the labor rate per hour for repair services. Note: Hourly rates for service at a site other than the vendor's facility (County facility/site) (OFF SITE) shall include vendor's travel time and mileage to and from the facility; these items will not be paid as a separate charge on invoice.	
Description	**Hourly Rate**
1. Hourly labor rate for repairs and service Monday-Friday, 8:00 am to 5:00 pm – AT VENDOR FACILITY	$115.00
2. Hourly labor rate for repairs and service Monday-Friday, 5:01 pm to 7:59 am, Saturdays, Sundays, Holidays – AT VENDOR FACILITY	$175.00
3. Hourly labor rate for repairs and service Monday-Friday, 8:00 am to 5:00 pm – OFF SITE	$130.00
4. Hourly labor rate for repairs and service Monday-Friday, 5:01 pm to 7:59 am, Saturdays, Sundays, Holidays – OFF SITE	$225.00
PARTS DISCOUNT RATES: Please insert discount as a percentage that would be subtracted from the list price for parts used in repairs.	
Parts Discount Percentage (%) off List Price	5.00%
MISCELLANEOUS RATES: Please insert rates per each repair for miscellaneous service fees and charges including, but not limited to, miscellaneous shop charges, environmental charges, disposal fees, etc., if applicable. No charges will be paid by the County if not listed in the vendor's bid.	
Description	**Per Repair Cost**
Shop Charges	
Environmental Charges	
Disposal Fees	
Other (please list if any):	
Shop Supplies	8% of Labor
Crate charges for large parts	
TOWING/DELIVERY RATES: If provided by your firm, please insert the rates for towing and delivery/pickup (or attach a copy of your written towing prices and note "see attached").	
Description	**Per Mile Cost**
Regular Towing service - Monday - Friday; 8 am - 5 pm; within 24 hour response	
Emergency Towing Service - Monday - Friday; 5:01 pm to 7:59 am, All Day on Saturdays, Sundays, Holidays within 2 hour response time)	
Vehicle Delivery	$65.00 per/hr per/person
Pickup of Operable Vehicle Needing Repair	$65.00 per/hr per/person

PRICING SHEET GENERAL INFORMATION

1. Shop Location:	141 Maritime Dr, Sanford Florida 32771	
Shop Telephone and Fax Number:	407-328-5081	
2. Parts price list Used and date of Price Lis		
3. Minimum Order (if any)		
4. Handling Fee if less than minimum order:		
5. Response Time (from initial contact and delivery to repairs being conducted):	Unit will be looked at within 8 hours of being delivered at a pre-scheduled time.	
6. Does your firm offer pick up and delivery of vehicles and equipment?		**Yes**
7. Does your firm have towing capabilities:		**No**
8. Vendor contact for emergency and/or disaster service 24 hours / 7 days a week:	407-328-5081	
9. Exceptions to specifications (If yes, upload a separate sheet with exceptions detailed):		**Choose One**

The following information is required for a price redetermination to be considered.

Assuming prices quoted include costs for vehicles, maintenance, repair, insurance, fuel, wages, insurances, other employee benefits, materials, overhead, operating expenses, etc., what percentage of the rate is directly attributed to the cost of fuel?	0.00%
Which does the firm use: Diesel fuel or Gasoline?	
Assuming prices quoted include costs for vehicles, maintenance, repair, insurance, fuel, wages, materials, overhead, operating expenses, etc., what percentage of the rate is directly attributed to the cost of wages?	0.00%
Assuming prices quoted include costs for vehicles, maintenance, fuel, wages, insurances, other employee benefits, materials, overhead, operating expenses, etc., what percentage of the rate is directly attributed to the cost of materials?	0.00%

Lake County is exempt from all taxes (Federal, State, Local). A Tax Exemption Certificate will be furnished upon request for any direct purchasing. Contractor will be responsible for payment of taxes on all materials purchased by the Contractor for the project.

Type Your Firm's Name Here

SAVE AND SUBMIT AS AN EXCEL FILE

VEHICLE/EQUIPMENT BRANDS LIST

The County maintains a variety of vehicle and equipment brands that include the following. Please select "yes" or "No" for the brand(s) that your firm can support/service.

Brand/Description	Select "Yes" or "No" if supported by your firm:
Alamo	No
Amer	No
Balderson	No
Bil-Jax	No
Bluebird	No
Bobcat	No
Buick	No
Bush Hog	No
Bushwhacker	No
Case	No
Caterpillar	No
CH&E	No
Champion	No
Chevrolet	No
Chrysler	No
Clark	No
Combee	No
Cummins	No
Davids	No
Diamondback	No
Detroit Diesel Allison	No
Dixie Chopper	No
Dodge	No
East Rock	No
Echo	No
El Dorado	No
Etnyre	No
Evinrude	No
Excel	No
Exmark	No
Express	No
EZ Go Textron	No
Fermont	No
Ford (Auto-Light, Heavy)	No
Ford (Industrial Equipment)	No
Freightliner	No
Frontier	No
Galbreath	No
Gator	No

Gen Set	No
Generac	No
General Coach	No
General Motors	No
Gladiator	No
Gormann Rupp	No
Gradall	No
Great Dane	No
Hefty Herman	No
Heil Equipment	No
Hesco	No
Honda (Auto)	No
Honda (Equipment)	No
Hyster	No
Ingersoll Rand	No
Interstate	No
Isuzu	No
JCB	No
Jeep	No
John Deere (Small Equipment)	No
John Deere (Heavy Equipment)	No
Johnson Outboard	No
Kawasaki (Heavy Equipment)	No
Kohler	No
Komatsu	No
Kubota	No
Landpride	No
Lee Boy	No
Mack	No
Malettie	No
Massey Ferguson	No
Mercury Outboard	No
Miller Equipment	No
Minneapolis Moline	No
International (Auto-Medium, Heavy)	No
International (Equipment)	No
Neal	No
New Holland	No
Nissan	No
Onan	No
Pace	No
Packmore	No
Peerless	No
Peterbilt	No
Pierce Fire Trucks	Yes
Polarkraft (Boat, Trailer)	No
Ram-Lin	No
Rhino	No
Rollins	No

Rosco	No
Sakai	No
Sanbo	No
Sand Pro	No
Scag	No
Snapper	No
Star Tran (Bus)	No
Steco	No
Sterling	No
Stihl Equipment	No
Summitt	No
Superior (Bus)	No
Supreme (Bus)	No
ThermoKing	No
Toro	No
Toyota	No
Triple Crown	No
Turtle Top	No
Vermeer	No
Versa Lift	No
Waldon	No
Yazoo	No
Yale Industrial Equipment	No

AGENDA ITEM NO. 10.8

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Use of the School Board of Pinellas County Bid on HVAC Filters and Frames, SDMC No. 24-0111-MR, Continued Procurement, Estimated in the Amount of $200,000.00 (Local Capital Improvement)

Executive Summary
The School Board of Pinellas County issued bid #21-031-143. This bid will be utilized to purchase HVAC filters and frames for the maintenance of HVAC systems at all district-owned facilities.

The requested contract is for the period through February 27, 2025. This bid is for a period of one year with the option to renew for an additional two 1-year periods per the School Board of Pinellas **County** bid. Expenditures for the new contract period are expected to be in line with current year spend.

Vendors agreed to extend the pricing to the School District of Manatee County under the same terms and conditions as the School Board of Pinellas **County** bid. Copies of the bid specifications and pricing are on file in the purchasing department.

Historical expenditures are as follows:
Fiscal Year 2023-2024 YTD: $127,638.22
Fiscal Year 2022-2023: $154,274.12
Fiscal Year 2021-2022: $210,402.72

Rule 6A-1.012(6), Florida Administrative Code, states that "[i]n lieu of requesting competitive solicitations from three (3) or more sources, district school boards may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements when the proposer awarded a contract by another entity defined herein will permit purchases by a district school board at the same terms, conditions, and prices (or below such prices) awarded in such contract, and such purchases are to the economic advantage of the district school board."

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

The School Board of Pinellas County awarded their bid to Andrews Filter and Supply Corporation, Orlando, FL, Florida, Document No. 387120.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 4
Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of the use of the School Board of Pinellas County bid on HVAC

filters and frames, SDMC No. 24-0111-MR, continued procurement, estimated in the amount of $200,000.00. (Local Capital Improvement)

Financial Impact

The funding source for this annually estimated expenditure is Local Capital Improvement and is included in the Maintenance, Operations & Central Distribution Warehouse Department approved budget for 2023-2024.

Contact

Submitting Department: Maintenance, Operations & Central Distribution Warehouse
Initiated By: Todd Henson

Attachments:
HVAC Filters and Frames 24-031-096 Bid
24-031-096 Tabulation
PCS Award Letter, HVAC Filters & Frames 24-031-096
AGENDA ITEM 2-27-2024

Cut along the outer border and affix this label to your sealed bid envelope to identify it as a "Sealed Bid". Be sure to include the name of the company submitting the bid where requested.

SEALED BID • DO NOT OPEN

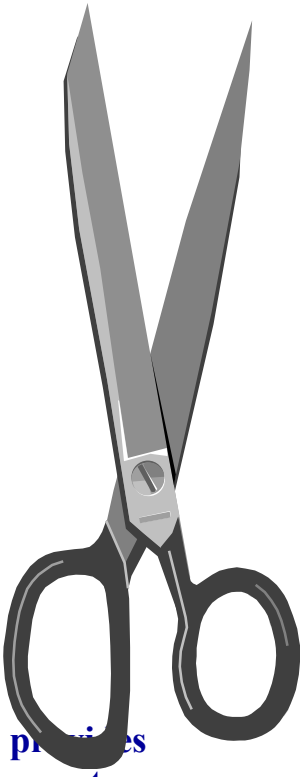
SEALED BID NO.: **24-031-096**

BID TITLE: **HVAC Filters & Frames**

DUE DATE/TIME: **January 9, 2024@ 3:00PM ET**

SUBMITTED BY: _____
(Name of Company)

DELIVER TO: PURCHASING DEPARTMENT
School Board of Pinellas County
301 Fourth Street S.W.
Largo, FL 33770-3536



Pinellas County Schools has partnered with Public Purchase which provides government agencies and their suppliers with a comprehensive and easy to use web-based eProcurement system. Registered suppliers receive automatic notification and transmittal of bid solicitations. Please visit www.publicpurchase.com to login and obtain any and all bidding documents

Once you have opened and viewed the bid document from the Public Purchase website you will automatically receive an e-mail notifying you when an addendum has been issued. However, if you obtain our bidding documents from any other source, we cannot guarantee that you will automatically receive subsequent notifications of addendums by email. In order to assure that you are automatically notified, you must visit the above website and open and view the bid document. The District will not be responsible if you fail to receive any and all addendums if you obtain the original bid document from another source.

The district will give consideration to prices established by the State of Florida Department of Management Services, Division of Purchasing through its contracts and negotiated agreement price schedules.

SUBMIT BID TO:	**PURCHASING DEPARTMENT** School Board of Pinellas County, Florida 301 – Fourth Street S.W. Largo, Florida 33770-3536	**INVITATION TO BID**	
BID TITLE:	**HVAC Filters & Frames**	**BID NO.**	**24-031-096**
F.O.B. DESTINATION POINT:	Countywide	**BUYER:** **(727)**	Angelo Molfetta 588-6232
		ISSUE DATE:	December 1, 2023
BID DUE DATE AND TIME:	**January 9, 2024 @ 3:00PM ET**	**BID OPENING ROOM:**	**A308**

SUBMITTALS:
Certain **Submittals** are required with this bid. See the **SUBMITTALS CHECKLIST** found later in the bid document for details. **Submit Three (3) complete copies of your bid, 1 original marked as the original, 1 copy, 1 copy of the original on a flash drive.** Bids should include all information and submittals requested herein. Incomplete bids may be declared non-responsive.

PURCHASING CARDS:
Bidders that accept Visa/Mastercard payments can be enrolled in the District's ePayments program for faster payment turnaround. Interested parties can contact the Districts purchasing card provider, JP Morgan, for enrollment in the program at sua.supplier.support@jpmchase.com, or by phone at 877-263-5184. Unless exception to this condition is checked below, the Bidders, by submitting a bid, agrees to accept the purchasing card as an acceptable form of payment and may not add additional service fees or handling charges to purchases made with the purchasing card.

☐ **We are not able to accept credit card payments at this time.**

PURCHASES BY OTHER PUBLIC AGENCIES (D.O.E. Regulation #6A1.012 (5): - With the consent and agreement of the successful Bidders(s), purchases may be made under this bid by other governmental agencies. Such purchases shall be governed by the same terms and conditions as stated herein.

Note to Bidders:

A. A signed bid submitted to the School Board obligates the Bidders to all terms, conditions and specifications stated in this bid document, unless exceptions are taken and clearly stated in the Bidder's bid documents.
B. Bids received after the date & time specified will not be accepted.

Delivery days after receipt of order: _____ Date Submitted: _____

BIDDERS MUST FILL IN THE INFORMATION LISTED BELOW AND SIGN WHERE INDICATED FOR BID TO BE CONSIDERED

Company Name: _____ FEIN: _____

Address: _____ Telephone: ( ) - Ext.

City, State: Zip: FAX: ( ) -

NON COLLUSION: - The Bidders, by affixing its signature to this bid, certifies that its bid is made without previous understanding, agreement, or connection with any person, firm or corporation making a bid for the same item(s), and is in all respects fair, without outside control, collusion, fraud, or otherwise illegal action.

Signature of Owner or Authorized Officer/Agent _____ E-mail: _____

Typed Name of Above: _____ Title: _____

NO BID: I hereby submit a *"no bid"* for the reasons checked below:

☐ Insufficient time to respond
☐ Addenda were received too late to respond
☐ Could not meet specifications
☐ Specifications were unclear or restrictive
☐ Terms & Conditions were unclear or restrictive
☐ **Keep our company on this bid list for future bids**
☐ Could not meet Insurance requirements
☐ Could not meet bonding requirements
☐ We do not offer the product or service requested
☐ Our schedule will not permit us to respond
☐ We do not bid directly
☐ **Remove our company name from this bid list for future bids**

SPECIAL CONDITIONS

GENERAL TERMS AND CONDITIONS

The Pinellas County School District (District) "General Terms and Conditions" School Board Adopted 12/08/09 Revised 3/20/12, 7/24/12 can be found at the following link:
https://www.pcsb.org/cms/lib/FL01903687/Centricity/Domain/187/General%20Terms%20and%20Conditions.pdf
By submitting a proposal, Proposer agrees to abide by all District Terms and Conditions.

SCOPE

The purpose and intent of this invitation to bid is to select suppliers to provide and deliver HVAC Filters & Frames to multiple Pinellas County School Board locations, and to secure firm, net pricing for the contract period as specified herein.

CONTRACT PERIOD

The Contract Period shall commence on ***February 16, 2024***, and end ***February 15, 2025***. Prices and discounts shall remain firm for this period and shall include **ALL** freight and handling charges.

RENEWAL OPTION

By mutual consent of the School Board of Pinellas County, Florida, and the successful Bidders, this contract may be renewed for **two (2) additional one (1)-year periods.**

SUPPLEMENTAL UNILATERAL RENEWAL PERIODS. The District, through its Director of Purchasing, has the option and reserves the right to unilaterally extend the original contract term or any renewal term for up to three (3) additional thirty (30) day periods, at the same terms and conditions. Notice of the District's intent to renew shall be provided by the District in writing to the Contractor Supplier prior to the expiration of the contract, or the renewal period if the contract has been previously renewed.

PRICE ESCALATION/DE-ESCALATION. The District will allow a price escalation/de-escalation provision within this award. The original bid prices shall remain firm for the first term of the agreement. A price escalation/de-escalation will be allowed at each renewal period, provided the Awardee notifies the District, in writing, of the pending price escalation/de-escalation a minimum of 60 days prior to the final day of the current term. The price escalation percentage change shall not exceed the previous 1-year's percentage change of the Consumer Price Index for All Urban Consumers (CPI-U) published by the U.S. Department of Labor's Bureau of Labor Statistics. If bidding discounts from list price, discounts offered may not change. **Failure to comply with these instructions shall be grounds for disallowance of a price escalation as allowed herein.**

If, at the point of exercising the price escalation provision, market media indicators show that the Consumer Price Index for All Urban Consumers (CPI-U) has decreased, and that the Awardee has not passed the decrease on to the District, the District reserves the right to place the Awardee in default, cancel the award, and remove the Awardee from the District's Bidders List for a period of time deemed suitable by the District In the event of this occurrence, the District further reserves the right to utilize any and/or all options as stated herein.

ADJUSTMENTS TO CONTRACT TERMS & CONDITIONS NECESSITATED BY VOLATILITY OF THE MARKETPLACE

The District may, in its sole discretion, make an equitable adjustment in the contract terms and/or pricing if pricing or availability of supply are affected by extreme and unforeseen volatility in the marketplace, that is, by circumstances that satisfy all of the following criteria:

1. The volatility is due to causes wholly beyond the Supplier's control
2. The volatility affects the marketplace or industry, not just the particular Supplier's source of supply

3. The effect on pricing or availability of supply is substantial
4. The volatility so affects the Supplier that continued performance of the contract would result in substantial loss or financial hardship

The determination as to whether a situation represents "extreme" volatility of the marketplace and/or whether the effect on pricing or availability is "substantial" shall be solely at the discretion of the District. Requests for adjustments will not be considered more than once in a one-year period. Adjustments and renewal escalation may not be exercised in the same term.

CONTRACT VALUE

For the purposes of calculating the amount of a protest bond, this contract is valued at approximately $775,000.00/year, excluding renewal options. This is only an **estimate** and the actual amount could vary up or down. The District will not be held responsible if actual purchases are less than this amount.

BID CONTENT & SUBMITTAL

Submit Two (2) complete copies of your bid, 1 original marked as the original, and 1 copy of the original on a flash drive. Each bid proposal shall include all information and submittals required or requested in this bid.

Incomplete bid proposals may be declared non-responsive. Please refer to the Submittal Checklist on page **35** for a list of required or requested submittals.

AWARD

The District reserves the right to award by line item, by section, or by aggregate total, whichever is most advantageous to the District.

PREFERENCE TO FLORIDA BUSINESSES

When a school District is required to make purchases of personal property through competitive solicitation and the lowest responsible and responsive bid, proposal or reply is by a Supplier whose principal place of business is in a state or political subdivision which grants a preference by that state or political subdivision, then the school District shall award an equal preference to the lowest responsible and responsive Bidders having a principal place of business within Florida. In a competitive solicitation in which the lowest bid is submitted by a Supplier whose principal place of business is located outside the state, and that state does not grant a preference in competitive solicitation to Suppliers having a principal place of business in that state, the preference to the lowest responsible and responsive Bidders having a principal place of business in this state shall be 5 percent. See Section 287.084 (1)(a), F.S.

A Supplier whose principal place is outside this state must accompany any written bid, proposal or reply documents with a written opinion of an attorney at law licensed to practice law in that foreign state, as to the preferences, if any or none, granted by the law of that state to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contracts. See Section 287.084 (2), F.S.

In order for your bid to be considered responsive, please utilize the form titled "Bidder's Statement of Principal Place of Business".

NOTE: IF YOU ARE A SUPPLIER WHO'S PRINCIPAL PLACE OF BUSINESS IS NOT IN THE STATE OF FLORIDA, YOU MUST COMPLETE THIS FORM INCLUDING A SIGNATURE FROM AN ATTORNEY ATTESTING TO THE STATE BIDDING PREFERENCE.
FAILURE TO COMPLETE AND SIGN THIS FORM WILL CAUSE YOUR BID TO BE CONSIDERED NON-RESPONSIVE.

SPECIAL CONDITIONS

BACKGROUND SCREENING

As required by The Jessica Lunsford Act [s.21 of Ch.2005-28, L.O.F.], if anyone representing a Supplier under contract with the school District **will have access to school grounds when students are present, have direct contact with students or have access to or control of school funds**, such personnel are required to be screened at Level 2, to include fingerprinting, statewide criminal and juvenile justice records checks through the Florida Department of Law Enforcement and federal criminal records checks through the Federal Bureau of Investigation. [s. 1012.465, Florida Statutes]

The requirements of this law must be met in order for the School Board to contract with your company. To make an appointment to be screened by Pinellas County Schools, go to: http://fieldprintflorida.com/

For a full submission (fingerprinting and badge) use code FPPCSVendors. For a badge only (badge replacement) use code FPPCSBadge.

If Contractor/Supplier is awarded all or a portion of this bid, Contractor/Supplier hereby acknowledges and agrees to abide by the Florida Jessica Lunsford Act (1012.465, F.S.) and obtain, at its own cost, Level 2 clearance of all employees, agents, and subcontractors who (1) have access to school grounds when students are present, (2) have direct contact with students, on or off school grounds, or (3) have access to or control of school funds.

NON-EXCLUSIVE AGREEMENT

This bid does NOT establish an exclusive arrangement between the District and Supplier. The District reserves, but is not limited to, the following rights:

- The unrestricted right to use others to perform work, provide services or deliver the same or similar products as described herein when it is to the economic benefit of the District.
- The unrestricted right to separately bid any work, products or services as described herein when it is to the economic benefit of the District.

WARRANTY

All equipment purchased from this bid shall carry the manufacturers' standard warranty, unless otherwise specified.

SAMPLES

If not bidding the exact product specified by brand and product number, Bidders should always be prepared to furnish an exact sample of any alternate product offering upon request. Such submittals shall include all requested accessories and complete technical specifications for the item.

☒ Samples are ***required*** even if bidding specified brand and product number. Samples **must** be furnished by no later than the closing of the bid as indicated on the Bid Sample Label.

All sample containers are to be clearly identified as bid samples using the enclosed **Bid Sample Label** found on **page 36** of this document. Samples should be sent **PREPAID** to:

Douglas Schoel, P.E.
Facilities, Design and Construction
Walter Pownall Service Center
11111 South Belcher Road
Largo, FL 33773-5210

Samples must be furnished to the District at no expense to the District. Samples may be either destroyed or consumed through the evaluation process to determine compliance with specifications. We cannot guarantee return of samples.

SPECIAL CONDITIONS

Samples which are not destroyed or consumed may be picked up by the Bidder at the Bidder's expense. Any samples remaining longer than thirty (30) days after the bid award date will become District property.

INVOICES & PAYMENT TERMS

Bidders must disclose any special invoicing requirements within their bid response, which deviate from the General Bid Terms linked in this document.

BUSINESS HOURS & DAYS OF OPERATION

Regular School Year
Days of operation are **Monday thru Friday** (excluding holidays) 8 a.m. to 4:30 p.m.
Warehouse receiving 6:30 a.m. to 2 p.m.

Summer
From approximately the 1st week of June thru the 1st week of August all schools are closed, with the exception of those that may be in summer session. Beginning the 2nd week of August, schools are once again in session. For more specific information call (727) 588-6143 to confirm if a school can accept deliveries.

Days of operation are **Monday thru Thursday** as follows:

- **Administrative Facilities and Schools:** 7:30 a.m. to 5:30 p.m.
- **Walter Pownall Service Center:** 6:30 a.m. to 5 p.m. (receiving 6:30 a.m. to 4:30 p.m.)

HOLIDAY BREAKS

Each year, schools and administrative offices are closed for Thanksgiving, winter and spring break periods. Shipments cannot be accepted during these periods. These dates will vary each year depending upon our negotiated personnel calendar and when the Holidays actually fall.

Winter Break, 2023:	December 25 thru January 5, 2023
Spring Break, 2024:	Schools: March 13 thru March 17, 2023 Administrative Offices: March 11 thru March 15, 2024

KEY EVENTS & DATES:

• December 1, 2023	Bid notice e-mailed to prospective Bidders & bidding documents posted on the www.publicpurchase.com
• December 15, 2023	Last Day to request additional information or clarification
• January 9, 2024	**Bids due in Purchasing @ 3 p.m**. **E.T.** Public bid opening to follow immediately thereafter in Room A308, Purchasing Department, School Administration Building, 301 4th Street S.W., Largo, Florida. **NOTE:** The Largo Administration Building is a secured building. Inform the officer at the front desk that you have a bid to be delivered to the Purchasing Department. The officer will call Purchasing and someone from the department will come to the front desk to date and time stamp your bid and provide a receipt. **This process may take several minutes, so please allow sufficient time when hand delivering a bid submittal.**
• January 10 – 17, 2024	Evaluate bids and make selection of contractor(s)

SPECIAL CONDITIONS

• January 17, 2024	Recommendation For Award Submitted to Purchasing by (specify school or department name)
• *On or About February 6, 2024	Notice of Intent to Award posted in the purchasing department and on the department's Web site @ http://pcsb.org/Page/746
• *February 13, 2024	Submit Recommendation for award to School Board for approval (estimated date of School Board approval)

*If the time allotted to evaluate bids and make the selection of contractors as stated above proves to be insufficient, the posting of the Notice of Intent to Award and the Board approval date could both slip two weeks or more. Continue to monitor our website or contact the purchasing department for more specific information as to when the notice will be posted.

ADDITIONAL QUESTIONS/CLARIFICATIONS

During any solicitation period, including any protest and/or appeal, no contact with District officials or employees, other than with the individuals specifically identified in the solicitation, the Director of Purchasing or the Legal Department is permitted from any Bidder. Such communication may result in an automatic disqualification for selection in the pending solicitation and any subsequent District solicitations for a period of six (6) months, no matter the outcome of the solicitation or any protest and/or appeal.

Additional questions or clarifications regarding this solicitation shall be directed in writing to the buyer listed on page 1 of this document by 4:00 PM of the day listed on the Key Events & Dates table as the ***"Last Day to request additional information or clarification"***.

ALL requests for clarifications or questions shall be submitted in writing via email and directed to:

Angelo Molfetta
molfettaa@pcsb.org

BID OPENING PROCEDURES

During public bid openings, purchasing staff, will only reveal the names of the Bidders, unless the bid or proposal is a competitive solicitation for construction or repairs on a building, then the name of each Bidders and price submitted shall be read at a public bid opening per F.S. 255.0518. Any recordings and/or bid proposals shall be exempt from public records requests until such time as the notice of an intended decision is published or until 30 days after opening the bids, proposals, or final replies, whichever occurs earlier.

If the District rejects all bids, proposals, or replies and concurrently provides notice of its intent to reissue a competitive solicitation, any recordings, bid proposals or records submitted, remain exempt from public records requests until such time as the District provides notice of an intended decision concerning the reissued competitive solicitation or until the District withdraws the reissued competitive solicitation. A recording and any records presented at an exempt meeting are not exempt for longer than 12 months after the publication of the initial notice rejecting all bids, proposals, or replies. Section 119.071(1)(b), F.S.; and Section 286.0113, F.S.

Please be aware that any meeting at which (1) there is negotiation with a Supplier, (2) a Supplier makes an oral presentation, or (3) a Supplier answers questions, pursuant to a competitive solicitation, are closed to competitors and other members of the public. Team meetings at which negotiation strategies are discussed are likewise closed. Such meetings shall be recorded.

SPECIAL CONDITIONS

PUBLIC RECORD LAW

Public Records: Section 119.0701, Florida Statutes, requires that the Contractor comply with Florida's public records laws with respect to services performed on behalf of the School Board. Specifically, the statute requires that the Contractor:

a. Keep and maintain public records required by the School Board to perform the service.
b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 of the Florida Statutes or as otherwise provided by law.
c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the term of this Agreement and following completion of the Agreement if the Contractor does not transfer the records to the School Board.
d. Upon completion of the Agreement, transfer, at no cost, to the School Board all public records in the possession of the Contractor or keep and maintain public records required by the School Board to perform the service. If the Contractor transfers all public records to the School Board upon completion of the Agreement, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of the contract, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the public agency, upon request from the public agency's custodian of public records, in a format that is compatible with the information technology systems of the public agency.
e. A request to inspect or copy public records relating to this Agreement must be made directly to the School Board. If the School Board does not possess the requested records, the public agency shall immediately notify the Contractor of the request, and the Contractor must provide the records to the School Board or allow the records to be inspected or copied within a reasonable time.
f. The failure of the Contractor to comply with these provisions, if applicable, shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board and may also result in penalties under Section 119.10, Florida Statutes.
g. IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, ANGELA BROWN, SUPERVISOR OF RECORDS MANAGEMENT AT 727-793-2701 X 2393, 2929 COUNTY ROAD 193, CLEARWATER, FL 33759, brownangel@pcsb.org.

INTEGRITY OF BID DOCUMENTS

Bidders shall use the original Bid Proposal Forms provided by the Purchasing Department and enter information only in the spaces where a response is requested. Bidders may use an attachment as an *addendum* to the Bid Proposal Form if sufficient space is not available on the original form for the Bidders to enter a complete response. Any modifications or alterations to the original bid documents by the Bidders, whether intentional or otherwise, will constitute grounds for

rejection of a bid. Any such modifications or alterations that a Bidders wishes to propose must be clearly stated in the Bidder's proposal response and presented in the form of an addendum to the original bid documents.

EXCEPTIONS TO GENERAL TERMS AND CONDITIONS

Bidders taking any exceptions to the General Terms and Conditions, linked herein, will be reviewed by staff prior to evaluation of bids. Exceptions to the General Terms and Conditions may be cause for rejection of your bid.

SPECIAL CONDITIONS

BID FORMS

For your convenience, some of the forms which must be completed and submitted along with your bid will be posted along with the bid document on the Public Purchase website in a protected Word file format which will enable you to type your responses on the forms. The file will be named **HVAC Filters & Frames 24-031-096bidforms**. Please use these forms to avoid the need to hand write information. If sufficient room has not been provided on the form to enable you to enter a complete response, please include a supplemental attachment if necessary. **Please note that this file may not include all the forms that should be submitted with your bid proposal so please check the Submittals Checklist near the end of this document for a complete list of requested and required submittals.**

MULTIAGENCY PARTICIPATION

Pinellas County Schools reserves the right, within statutory limits, to extend the terms and conditions of this solicitation to any and all other agencies within the state of Florida as well as any other federal, state, municipal, county, or local governmental agency under the jurisdiction of the United States and its territories. This shall include but not limited to private schools, parochial schools, non-public schools such as charter schools, special districts, intermediate units, non-profit agencies providing services on behalf of government, and/or state, community and/or private colleges/universities that require these goods, commodities and/or services. This is conditioned upon mutual agreement of all parties pursuant to special requirements, which may be appended thereto. The supplier/contractor agrees to notify the issuing body of those entities that wish to use any contract resulting from this bid and will also provide usage information, which may be requested. A copy of the contract pricing and the bid requirements incorporated in this contract will be supplied to requesting agencies.

Each participating jurisdiction or agency shall enter into its own contract with the awarded Contractor and this contract shall be binding only upon the principals signing such an agreement. Invoices shall be submitted in duplicate "directly" to the ordering jurisdiction for each unit purchased. Disputes over the execution of any contract shall be the responsibility of the participating jurisdiction or agency that entered into that contract. Disputes must be resolved solely between the participating agency and the Contractor.

AWARD TERMINATION

When deemed to be in the best interest of the District, the District may cancel any award resulting from this specification by the following means:

- 10-day written notice with cause per item 52 of the District's General Terms and Conditions; or
- 90-day written notice without cause.

The District reserves the following rights to:

- Conduct pre-award discussion and/or pre-award/contract negotiations with any or all responsive and responsible Bidders who submit bids determined to be reasonably acceptable of being selected for award; conduct personal interviews or require presentations of any or all Bidders prior to selection; and make investigations of the qualifications of Bidders as it deems appropriate, including, but not limited to, a background investigation conducted by the appropriate law enforcement agency.

- Request that Bidder(s) modify their bid to more fully meet the needs of the District or to furnish additional information as the District may reasonably require.

- Accord fair and equal treatment with respect to any opportunity for discussions and revisions of bids. Such revisions may be permitted after submission of proposals and prior to award.

SPECIAL CONDITIONS

- Waive minor irregularities in the procedures and reject any and all proposals.

- Waive any irregularity in any bid, or reject any and all bids, should it be deemed in its best interest to do so. The District shall be the sole judge of Bidder's qualifications and reserves the right to verify all information submitted by the Bidder. The bid selected will be that bid which is judged to be the most beneficial to the District.

- Request that Bidders submit their annual financial statements for the last three fiscal years, including company financial statement summaries, certified by a Certified Public Accountant. If the organization has been in business for a period of less than three years, Bidders may be required to submit a detailed business plan in addition to any pertinent information that would allow the District to evaluate the sufficiency of financial resources and the ability of the business to successfully perform the services enumerated in the contract. Unless otherwise stated, such requests would be made after the submission of the proposals and prior to award of a contract.

SPECIFICATIONS

FILTERS & FRAMES, AIR CONDITIONING
REPLACEMENT OF VISCOUS IMPINGEMENT & DRY TYPES

GENERAL

1.1. **WORK OF THIS SECTION** - The products of this bid are divided into the following categories.

1.1.2 **(Sec 1**.) Metal Filter Frames

1.1.3 **(Sec 2**.) Non-Woven Synthetic Filter Media, Rolls and Pads

1.1.4 **(Sec 3**.) Flat Panel Type, Disposable Filters

1.1.5 **(Sec 4**.) Pleated Disposable Filters **MERV 9A**

1.1.6 **(Sec 5**.) Pleated Disposable Filters **MERV 13/10A**

1.1.7 **(Sec 6**.) Extended Surface Mini-Pleated Filters **MERV 11**

1.1.8 **(Sec 7**.) Extended Surface Mini-Pleated Filters **MERV 13**

1.1.9 **(Sec 8**.) Pleated Rigid Disposable Filters **MERV 11A**

1.1.10 **(Sec 9**.) Pleated Rigid Disposable Filters, **MERV 13A**

1.1.11 **(Sec 10**.) Non-Supported, Extended Surface Bag Filters **MERV 11A**

1.1.12 **(Sec 11**.) Non-Supported, Extended Surface Bag Filters, **MERV 13A**

1.1.13 **(Sec 12.)** Aluminum Permanent Mesh Filters

2.0. Technical Support

1.2. **PERFORMANCE**

1.2.1. Codes and Standards - Products provided shall meet or exceed the requirements of the following:

1.2.1.1. ARI 850 - Commercial and Industrial Air Filter Equipment

1.2.1.2. F-F-310 - Federal Specification; Filters, Air Conditioning: Viscous Impingement and Dry Types, Replaceable.

1.2.1.3. ASHRAE 52.2-2007 - Method of Testing Air Cleaning Devices Used in General Ventilation for Removing Particulate Matter. Including Appendix J.

1.2.1.4. UL 900 - Test Performance of Air Filter Units.

1.2.1.5. SREF - State Requirements for Educational Facilities, Florida State Board of Education

1.3. **QUALITY ASSURANCE**

1.3.1. All products shall be tested by a Certified Filter Testing Laboratory in accordance with ASHRAE 52.2-2007.
1.3.2. Not used.
1.3.3. **There will be NO option for substitution of products not meeting these specifications.**
1.3.4. **Electrostatically charged media will not be accepted to achieve stated MERV ratings.**

1.4. **SUBMITTALS & SAMPLES (See "Samples" in the Special Conditions section.)**

SPECIFICATIONS

FILTERS & FRAMES, AIR CONDITIONING
REPLACEMENT OF VISCOUS IMPINGEMENT & DRY TYPES

1.4.1. All submittal items should be received prior to the bid due date and time. Failure to provide submittal items as specified may be cause for rejection of bid. All written documentation should be submitted in a neatly indexed 3 ring binder.

1.4.2. **Product Data** - Provide each manufacturer's standard catalog documentation to demonstrate compliance with dimensional sizes, treatment, materials of construction, media area, capacity, and performance rating. Include all technical, manufacturing and performance data for each type of filter, media and frame being submitted.

1.4.3. **Certification** - Provide complete Certified Laboratory test reports for each type where requested as specified in 1.3.1. Provide all report pages generated by the testing agency.

1.4.4. **Samples** - Provide one (1) sample typical of construction and quality for each section being bid. When applicable, provide a sample of both the standard and custom sizes of the product.

Filter Type	Custom Size	Standard Size
Metal Filter Frames	21.5" x 25" x 1"	24" x 24" x 1"
½" Non-Woven Synthetic Filter Media, Rolls and Pads	12" x 12"	N/A
1" Non-Woven Synthetic Filter Media, Rolls and Pads	12" x 12"	N/A
2" Non-Woven Synthetic Filter Media, Rolls and Pads	12" x 12"	N/A
Flat Panel Type, Disposable Filters	21.5" x 25" x 1"	24" x 24" x 1"
1" Pleated Disposable Filters, **MERV 9A**	20" x31"	24" x 24"
2" Pleated Disposable Filters, **MERV 9A**	20" x31"	24" x 24"
4" Pleated Disposable Filters, **MERV 9A**	20" x31"	24" x 24"
1" Pleated Disposable Filters, **MERV 13/10A**	20" x31"	24" x 24"
2" Pleated Disposable Filters, **MERV 13/10A**	20" x31"	24" x 24"
4" Pleated Disposable Filters, **MERV 13/10A**	20" x31"	24" x 24"
Extended Surface Mini-Pleated Filters, **MERV 11**	N/A	24" x 24" x 4 (MERV 11 ONLY)
Extended Surface Mini-Pleated Filters, **MERV 13**	N/A	24" x 24" x 4" (MERV 13 ONLY)
Pleated Rigid Disposable Filters **MERV 11A**	N/A	24" x 24" x 12 (MERV 11A ONLY)
Pleated Rigid Disposable Filters, **MERV 13A**	N/A	24" x 24" x 12" (MERV 13A ONLY)
Non-Supported, Extended Surface Bag Filters **MERV 11A**	N/A	24" x 24" x 22" (MERV 11A, 10 Pocket ONLY)
Non-Supported, Extended Surface Bag Filters, **MERV 13A**	N/A	24" x 24" x 22" (MERV 13A, 10 Pocket ONLY)
½" Aluminum Mesh Permanent Filters	N/A	24" x 24"
1" Aluminum Mesh Permanent Filters	N/A	24" x 24"
2" Aluminum Mesh Permanent Filters	N/A	24" x 24"

1.4.5. All samples, documentation and certified test reports must be clearly labeled to indicate vendor's name, address and telephone number, bid number and type of sample.

1.5. **CERTIFICATION OF COMPLIANCE**

SPECIFICATIONS

FILTERS & FRAMES, AIR CONDITIONING
REPLACEMENT OF VISCOUS IMPINGEMENT & DRY TYPES

1.5.1. By submitting a bid for filter products, vendor certifies that all products delivered a result of this bid shall meet or exceed all specifications of this bid throughout the term of the contract.

1.6. **(SEC 1.) METAL FILTER FRAMES**

1.6.1. Permanent filter frame constructed of corrosion resistant metal or finish.

1.6.2. Media retaining rods, Minimum two (2) per frame.

1.6.3. Nominal 1" and 2" depth.

1.6.4. Minimum metal thickness (+/- 10%): Aluminum - 0.032", Galvanized - 22 gage.

1.6.5. Expanded metal grid mechanically attached to frame. Of same material of construction as frame.

1.6.6. Provide minimum ½" lip on the air entering side of frame.

1.7. **(SEC 2.) NON-WOVEN SYNTHETIC FILTER MEDIA, ROLLS & PADS**

1.7.1. Nominal 1/2" thick media - Minimum weight, 5 ounces per square yard. Constructed of Synthetic fiber. UL 900 Class II construction. Shall meet ASHRAE 52.2-1999 with minimum average synthetic dust weight arrestance of 85%. Initial resistance of no greater than **0.12" w.g.** at **300 ft/min** velocity

1.7.2. Nominal 1" thick media - Minimum weight, 6.7 ounces per square yard. Constructed of Synthetic fiber. UL 900 Class II construction. Shall meet ASHRAE 52.2-1999 with minimum average synthetic dust weight arrestance of 85%. Initial resistance of no greater than **0.21" w.g.** at **300 ft/min** velocity

1.7.3. Nominal 2" thick media - Minimum weight, 12.5 ounces per square yard. Constructed of Synthetic fiber. UL 900 Class II construction. Shall meet ASHRAE 52.2-1999 with minimum average synthetic dust weight arrestance of 85%. Initial resistance of no greater than **0.26" w.g.** at **300 ft/min** velocity

1.7.4. Where filter media is to be pre-cut, filter media shall be cut to exact dimensions indicated.
1.7.5. When schools order pre-cut pads, any size may be ordered up to 1,600 sq. in.

1.7.6. All media must be air layered fiber. **No Garnet Weave.**

1.8. **(SEC 3.) FLAT PANEL TYPE, DISPOSABLE FILTERS**

1.8.1. Media - Heavy duty commercial grade, synthetic fiber blanket, graduated density coated with non-combustible binder and tackified adhesive. Average synthetic dust weight arrestance 75% minimum for 1" and 85% for 2" thick. Maximum initial resistance of **0.30" w.g.** at **500 ft/min** velocity.

1.8.2. Frame – One-piece craft fiberboard or chipboard with metal grid on both sides. Media and metal grids chemically bonded to frame on both air entering and air leaving sides. **No Pinched frames are acceptable.**

1.8.3. Filter shall be equivalent to Glasfloss and PrecisionAire.

1.9. **(SEC 4.) PLEATED DISPOSABLE FILTER, MERV 9A**

1.9.1. Filter Media - Media shall be 2-layer polyester, lofted to uniform depth and formed into uniform radial pleats. Commercial grade, MERV 9 rated with ASHRAE 52.2 and also MERV 9A when tested under Appendix J of same standard (MERV-A test). The media shall not lose efficiency over the life of the filter.

1.9.2. Support - Corrosion resistant welded wire grid bonded to media on 1" centers to each pleat. Expanded metal is not acceptable. High wet strength moisture resistant 28-point heavy duty beverage board frame with diagonal support bonded to entering and leaving side of filter media.

1.9.3. Nominal 1" thick filters - Filter shall be factory manufactured with a minimum of **16 pleats** per linear foot and an initial resistance not exceeding **0.24" w.g.** at **300 ft/min** velocity.

1.9.4. Nominal 2" thick filters - Filter shall be factory manufactured with a minimum of **15 pleats** per linear foot and an initial resistance not exceeding **0.30" w.g. at 500 ft/min** velocity. Dust holding capacity shall be no less than 180 grams.

1.9.5. Nominal 4" thick filter - Filter shall be factory manufactured with a minimum of **11 pleats** per linear foot and an initial resistance not exceeding **0.27" w.g. at 500-ft/min** velocity.

1.9.6. Filters shall be classified by Underwriters' Laboratories as Class 2 under U.L. Standard 900. Shall be rated at temperatures up to 150 deg F. Manufacturer shall guarantee the integrity of the filter up to 2.0" w.g.

1.9.7. **Provide Certified Test Lab report on a 24"x24"x2" filter. Test shall be conducted in accordance with ASHRAE 52.2 and meet the appendix J MERV-A rating of 9A at 1965 cfm and shall not exceed 1" w.g. final pressure drop. Test shall meet above specified minimum requirements for initial resistance of 0.30" w.g. and minimum dust holding capacity of 180 grams.**

1.10. **(SEC 5.) PLEATED FILTER, MERV13/10A**

1.10.1 Filter Media - Filter media shall include a synthetic fiber blend with a unique media loft that delivers a MERV13/10A capture efficiency, lofted to a uniform depth and formed into uniform radial pleats.

1.10.2 Support – A welded wire backing, spot-welded on one-inch centers and treated for corrosion resistance, shall be bonded to the downstream side of the media to prevent media oscillation. Expanded metal is not acceptable. High wet strength moisture resistant 28-point heavy duty beverage board frame shall be bonded to the media to prevent air bypass, and include integral diagonal support members on the air entering and air exiting side to maintain uniform pleat spacing in varying airflows.

1.10.3 Nominal 1" thick filters – Filter shall be factory manufactured with a minimum of **16** pleats per linear foot and an initial resistance not exceeding **0.49" w.g. at 350ft/min** velocity.

1.10.4 Nominal 2" thick filters – Filter shall be factory manufactured with a minimum of **15** pleats per linear foot and an initial resistance not exceeding **0.49" w.g. at 500ft/min** velocity. Dust holding capacity shall be no less than 115 grams.

1.10.5 Nominal 4" thick filters – Filter shall be factory manufactured with a minimum of **11** pleats per linear foot and an initial resistance not exceeding **0.47" w.g. at 500ft/min** velocity.

1.10.6 Filters shall be classified by Underwriters Laboratories as UL Class 900.

1.10.7 **Provide a Certified Test Lab report on a 24"x24"x2" filter. Test shall be conducted in accordance with ASHRAE 52.2 and meet the appendix J MERV-A rating of 10A at 1965 cfm and shall not exceed 1" w.g. final pressure drop. Test shall meet above specified minimum requirements for initial resistance not exceeding .49" w.g. and minimum dust holding capacity of 115 grams.**

1.11. **(SEC 6.) EXTENDED SURFACE MINI-PLEATED FILTERS, MERV 11**

1.11.1 MERV 11 Filter Media – Media shall be non-flammable, **micro-glass fiber** mat containing a water-repellent binder. Commercial grade, MERV 11 with ASHRAE 52.2-2007. Initial resistance at **500 ft/min** velocity shall not exceed **0.65" w.g.** Filters shall be classified by Underwriters' Laboratories as Class 2. Minimum media area shall not be less than **100 sq.ft.** per 24" x 24" x 4 filters.

1.11.2. Shall be rated at up to 150ºF continuous operating temperatures.
1.11.3. Blank
1.11.4 Frame – Frame shall be of high wet strength moisture resistant heavy-duty fiber board construction. Media pack completely bonded to frame to prevent air bypass. Support retainers on both air entering and leaving sides of filter shall be bonded to media pleat tips and be constructed of same material as frame wall.

1.12. **(SEC 7.) EXTENDED SURFACE MINI-PLEATED FILTERS, MERV 13**

1.12.1 MERV 13 Filter Media – Media shall be non-flammable, micro-glass fiber mat containing a water-repellent binder. Commercial grade, MERV 13 with ASHRAE 52.2-2007. Initial resistance at **500 ft/min** approach velocity shall not exceed **0.65" w.g.** Filters shall be classified by Underwriters Laboratories as UL Class 900. Minimum media area shall not be less than 110 sq ft per 24" x 24" x 4" filter.

1.12.2 Shall be rated at up to 150ºF continuous temperatures.

1.12.3 Frame – Frame shall be of high wet strength moisture resistant heavy-duty fiber board

construction. Media pack completely bonded to frame to prevent air bypass. Support retainers on both air entering and leaving sides of filter shall be bonded to media pleat tips and be constructed of same material as frame wall.

1.13. **(SEC 8.) PLEATED RIGID DISPOSABLE FILTERS, MERV 11A**

1.13.1. MERV 11A Filter Media - Media shall be micro-glass fiber, laminated to a reinforced backing. Commercial grade, MERV 11A rated in accordance with ASHRAE 52.2-2007. Initial resistance at **500 ft/min** velocity shall not exceed **0.45" w.g.** Air filters shall be high performance, deep pleated, totally rigid and disposable type. Filters shall be classified by Underwriters' Laboratories as UL 900. Media area for a 24 x 24 x 12 single header shall not be less than 45 sq. ft.

1.13.2. Shall be rated at up to 150ºF continuous operating temperatures.
1.13.3. Blank
1.13.4. Support - Media shall be self-supporting or have metal backing that is rolled to prevent sharp edges. Contour stabilizers shall be installed on both the air entering and leaving side of the filter and shall be constructed of galvanized steel. Galvanized steel or plastic diagonal support braces shall be mechanically attached to the enclosing frame and contour stabilizers on both air entering and leaving sides. Filter shall be able to withstand a differential pressure of 10" w.g. without noticeable distortion.

1.13.5. Enclosing Frame - Material of construction shall be galvanized steel, minimum thickness of 26 gauge. Beverage board or particle board construction is not acceptable. Filter media and support shall be mechanically and chemically bonded to the enclosing frame to eliminate air by-pass. Header shall be nominal 1" wide, constructed of galvanized steel. Header shall be mechanically attached to enclosing frame and sealed to prevent air bypass.

1.14. **(SEC 9.) PLEATED RIGID DISPOSABLE FILTERS, MERV 13A**

1.14.1 MERV 13A Filter Media – Media shall be micro-glass fiber, laminated to a reinforced backing. Commercial grade, MERV 13A with rated in accordance with ASHRAE 52.2-2007. Initial resistance a **500 ft/min** approach velocity shall not exceed **0.60" w.g.** Air filters shall be high performance, deep pleated, totally rigid and disposable type. Filters shall be classified by Underwriters Laboratories as UL 900. Media area for a 24 x 24 x 12 single header shall not be less than 45 sq. ft.

1.14.2 Support – Media shall have metal backing that is rolled to prevent sharp edges. The media pleats shall be maintained by bridge style plastic contour stabilizers. There shall be a minimum of four contour stabilizers on the air entering and four on the air exiting side. All metal diagonal support members shall enhance filter pack rigidity and a durable filter enclosure. Filter shall be able to withstand a pressure drop of **10" w.g**. without noticeable distortion.

1.14.3 Enclosing Frame – The enclosing frame shall be constructed of corrosion resistant galvanized steel. Header shall be nominal 1" wide, constructed of galvanized steel. Header shall be mechanically attached to enclosing frame and sealed to prevent air bypass.

1.15. **(SEC 10.) NON-SUPPORTED EXTENDED SURFACE BAG FILTERS, MERV 11A**

1.15.1. MERV 11A Filter Media – Air filters shall be high efficiency ASHRAE extended surface pocket style filters consisting of high loft air laid microfine glass media. Commercial grade, MERV 11A per ASHRAE 52.2-2007. Initial resistance at **500 ft/min** approach velocity shall not exceed **0.38" w.g.** for a 10 pocket, 24" x 24" x 22" filter. Only glass fiber media is acceptable. Filters shall be classified by Underwriters Laboratories as UL 900.

1.15.2 Construction – Shall have tapered pocket stitching. Pockets are stitched to prevent pocket contact throughout the entire depth of the filter, ensuring uniform airflow and allowing full use of the media area. A reinforced ABS plastic header frame is assembled from matching halves to provide rigid and durable filter support. One vertical header includes a gasket to prevent air bypass between filters.

1.16 (SEC 11.) NON-SUPPORTED EXTENDED SURFACE BAG FILTERS, MERV 13A

1.16.1 MERV 13A Filter Media – Air filters shall be high efficiency ASHRAE extended surface pocket style filters consisting of high loft air laid microfine glass media. Commercial grade, MERV 13A per ASHRAE 52.2-2007. Initial resistance at **500 ft/min** approach velocity shall not exceed **0.40" w.g.** for a 10 pocket, 24" x 24" x 22" filter. Only glass fiber media is acceptable. Filters shall be classified by Underwriters Laboratories as UL 900.

1.16.2 Construction – Shall have tapered pocket stitching. Pockets are stitched to prevent pocket contact throughout the entire depth of the filter, ensuring uniform airflow and allowing full use of the media area. A reinforced ABS plastic header frame is assembled from matching halves to provide rigid and durable filter support. One vertical header includes a gasket to prevent air bypass between filters.

1.17 (SEC 12.) ALUMINUM PERMANENT MESH FILTERS

1.17.1 Filter Media: standard and custom fit aluminum mesh, UL Class 2.

1.17.2 Frames: ½", 1", and 2" single piece construction frames

1.17.3 Rigid design, interlocking joints, crimped hold of media.

1.17.4 ¼" mesh media shall have a minimum average arrestance of sixty percent (60%) as conducted with ASHRAE Standard 52-76.

1.17.5 5/8" mesh media shall have a minimum average arrestance of seventy percent (70%) as conducted with ASHRAE Standard 52-76. 1. 2" mesh media shall have a minimum average arrestance of eighty percent (80%) as conducted with ASHRAE Standard 52.76.

2. TECHNICAL SUPPORT

2.1. The Filter Supplier shall have a minimum of one (1) qualified service representative living within a 50-mile radius of the district's Central Administration Building, and each such representative shall:

2.1.1. Be factory trained and certified in the company's filter program;

2.1.2. Have worked for this supplier for a minimum of two (2) years and have a minimum of five (5) years' experience in the filter supply business.

2.1.3. Service Representative for the bidder's company shall respond within a 24-hr period from initial contact (response time) from a school organization for sizing services, at the school site, facility or school department, county-wide, as requested. Service Representative shall provide sizing, analysis for proper filtration (Given the school, facility or department) and provide problem resolution. Services provided by the local service representative of the vendor shall be provided at a no-cost.

VENDOR CONTACT INFORMATION

Provide all applicable information requested below. The Pinellas County School Board would prefer that the awarded company has a local representative to assist with issues that may arise. Please provide all requested information about a local representative below.

Representative Name: _____

Local Address: _____

Telephone Number: _____

Pager Number: _____

Cell Phone Number: _____

Fax Number: _____

Email Address: _____

List Responsibilities: _____

_____

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BID PROPOSAL FORM

NOTE: Each **bid section** should include unit price entries for **all line items** within the section(s) you chose to bid, or your bid could be declared "non-responsive." The District reserves the right to delete any item within a section and award the balance of items within the section.

Section 1

Section 1A: Metal Filter Frames 1" Thick

Terms Item Number	Depth	Area in Square Inches (no dimension to exceed 34")	Manufacturer & Part Number	Price per Frame	Estimated Annual Usage	Extended Total
03110101	1"	1"-199"		$	2	$
03110102	1"	200"-350"		$	8	$
03110103	1"	351"-499"		$	4	$
03110104	1"	500"-650"		$	8	$
03110105	1"	651"-800"		$	2	$
03110106	1"	801"-950"		$	2	$
03110107	1"	951"-1100"		$	2	$
03110108	1"	1101"-1250"		$	2	$
					Total Section 1A:	**$**

Section 1B: Metal Filter Frames 2" Thick

Terms Item Number	Depth	Area in Square Inches (no dimension to exceed 34")	Manufacturer & Part Number	Price per Frame	Estimated Annual Usage	Extended Total
03110201	2"	1"-199"		$	2	$
03110202	2"	200"-350"		$	2	$
03110203	2"	351"-499"		$	2	$
03110204	2"	500"-650"		$	2	$
03110205	2"	651"-800"		$	2	$
03110206	2"	801"-950"		$	2	$
03110207	2"	951"-1100"		$	2	$
03110208	2"	1101"-1250"		$	2	$
					Total Section 1B:	**$**

Section 2

Section 2A: Non-Woven Synthetic Filter Media; Rolls

Terms Item Number	Thickness	Manufacturer & Part Number Bid	Maximum Roll Length and Width	Price per Square Foot	Estimated Annual Usage (Square Feet)	Extended Total
03122021	½"			$	15,000	$
03122121	1"			$	55,000	$
03122221	2"			$	30,000	$
					Total Section 2A:	**$**

BID PROPOSAL FORM

Section 2B: Non-Woven Synthetic Filter Media; Pre-Cut Pads

Terms Item Number	Thickness	Manufacturer & Part Number	Price per Square Foot	Estimated Annual Usage (Square Feet)	Extended Total
03122001	½"		$	1,000	$
03122101	1"		$	6,000	$
03122201	2"		$	3,000	$
				Total Section 2B:	**$**

Section 3

Section 3A: Flat Panel Type 1" Thick Disposable Filter-Custom Sizes

Terms Item Number	Thickness	Area (square inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03132190	1"	1"-199"		$	60	$
03132191	1"	200"-350"		$	240	$
03132192	1"	351"-499"		$	2,400	$
03132193	1"	500"-650"		$	600	$
03132194	1"	651-800"		$	600	$
03132195	1"	801"-950"		$	180	$
03132196	1"	951"-1100"		$	60	$
03132197	1"	1101"-1250"		$	12	$
					Total Section 3A:	**$**

Section 3B: Flat Panel Type 2" Thick Disposable Filter-Custom Sizes

Terms Item Number	Thickness	Area (square inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03132290	2"	1"-199"		$	60	$
03132291	2"	200"-350"		$	24	$
03132292	2"	351"-499"		$	600	$
03132293	2"	500"-650"		$	480	$
03132294	2"	651"-800"		$	240	$
03132295	2"	801"-950"		$	180	$
03132296	2"	951"-1100"		$	12	$
03132297	2"	1101"-1250"		$	12	$
					Total Section 3B:	**$**

BID PROPOSAL FORM

Section 4

Section 4A: Pleated Disposable Filters, 1" Thick / MERV 9A

Terms Item Number	Thickness	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03143112	1"	10" x 20"		$	18	$
03143113	1"	12" x 24"		$	78	$
03143114	1"	14" x 20"		$	6	$
03143115	1"	14" x 25"		$	41	$
03143137	1"	14" x 28"		$	489	$
03143116	1"	15" x 20"		$	12	$
03143117	1"	16" x 20"		$	94	$
03143118	1"	16" x 25"		$	78	$
03143138	1"	16" x 30"		$	677	$
03143119	1"	18" x 24"		$	43	$
03143120	1"	20" x 20"		$	254	$
03143121	1"	20" x 25"		$	8	$
03143139	1"	20" x 30"		$	227	$
03143122	1"	24" x 24"		$	68	$
					Total Section 4A:	**$**

Section 4B: Pleated Disposable Filters, 1" Thick / Custom Sizes / MERV 9A

Terms Item Number	Thickness	Nominal Size (Square Inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03143123	1"	36-99		$	1	$
03143124	1"	100-199		$	1	$
03143125	1"	200-299		$	1	$
03143126	1"	300-399		$	1	$
03143127	1"	400-499		$	1	$
03143128	1"	500-599		$	1	$
03143129	1"	600-699		$	1	$
03143130	1"	700-799		$	1	$
03143131	1"	800-899		$	1	$
03143132	1"	900-999		$	1	$
03143133	1"	1000-1099		$	1	$
03143134	1"	1100-1199		$	1	$
03143135	1"	1200-1299		$	1	$
03143136	1"	1300-1399		$	1	$
					Total Section 4B:	**$**

BID PROPOSAL FORM

Section 4C: Pleated Disposable Filters, 2" Thick / MERV 9A

Terms Item Number	Thickness	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03143216	2"	12" x 20"		$	65	$
03143217	2"	12" x 24"		$	1176	$
03143218	2"	14" x 20"		$	6	$
03143219	2"	14" x 25"		$	253	$
03143220	2"	15" x 20"		$	24	$
03143221	2"	16" x 16"		$	173	$
03143222	2"	16" x 20"		$	3526	$
03143223	2"	16" x 24"		$	144	$
03143224	2"	16" x 25"		$	2288	$
03143225	2"	18" x 20"		$	10	$
03143226	2"	18" x 24"		$	30	$
03143227	2"	18" x 25"		$	96	$
03143228	2"	20" x 20"		$	2194	$
03143229	2"	20" x 24"		$	1269	$
03143230	2"	20" x 25"		$	1789	$
03143231	2"	24" x 24"		$	2172	$
03143232	2"	25" x 25"		$	46	$
					Total Section 4C:	**$**

Section 4D: Pleated Disposable Filters, 2" Thick, Custom Sizes / MERV 9A

Terms Item Number	Thickness	Nominal Size (Square Inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03143298	2"	36-99		$	1	$
03143299	2"	100-199		$	1	$
03143300	2"	200-299		$	1	$
03143301	2"	300-399		$	1	$
03143302	2"	400-499		$	1	$
03143303	2"	500-599		$	1	$
03143304	2"	600-699		$	1	$
03143305	2"	700-799		$	1	$
03143306	2"	800-899		$	1	$
03143307	2"	900-999		$	1	$
03143308	2"	1000-1099		$	1	$
03143309	2"	1100-1199		$	1	$
03143310	2"	1200-1299		$	1	$
03143311	2"	1300-1399		$	1	$
					Total Section 4D:	**$**

BID PROPOSAL FORM

Section 4E: Pleated Disposable Filters, 4" Thick / MERV 9A

Terms Item Number	Thickness	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03143409	4"	12" x 24"		$	2	$
03143410	4"	16" x 20"		$	9	$
03143411	4"	16" x 25"		$	4	$
03143412	4"	18" x 24"		$	1	$
03143413	4"	20" x 20"		$	11	$
03143414	4"	20" x 24"		$	12	$
03143415	4"	20" x 25"		$	180	$
03143416	4"	24" x 24"		$	180	$
					Total Section 4E:	**$**

Section 4F: Pleated Disposable Filters, 4" Thick, Custom Sizes / MERV 9A

Terms Item Number	Thickness	Nominal Size (Square Inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03143417	4"	36-99		$	1	$
03143418	4"	100-199		$	1	$
03143419	4"	200-299		$	1	$
03143420	4"	300-399		$	1	$
03143421	4"	400-499		$	1	$
03143422	4"	500-599		$	1	$
03143423	4"	600-699		$	1	$
03143424	4"	700-799		$	1	$
03143425	4"	800-899		$	1	$
03143426	4"	900-999		$	1	$
03143427	4"	1000-1099		$	1	$
03143428	4"	1100-1199		$	1	$
03143429	4"	1200-1299		$	1	$
03143430	4"	1300-1399		$	1	$
					Total Section 4F:	**$**

BID PROPOSAL FORM

Section 5

Section 5A: Pleated Disposable Filters 1" Thick / MERV 13/10A

Terms Item Number	Thickness	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186791	1”	12"x20"		$	1	$
03186792	1”	16"x20"		$	2	$
03186793	1”	16"X24"		$	1	$
03186794	1”	16"X30"		$	2	$
03186795	1”	20"X24"		$	1	$
03186796	1”	20"X25"		$	9	$
03186797	1”	20"X30"		$	1	$
03186798	1”	24"X24"		$	3	$
					Total Section 5A:	**$**

Section 5B: Custom Pleated Disposable Filters 1" Thick / MERV 13/10A

Terms Item Number	Thickness	Nominal Size (Square Inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186800	1”	36-99		$	1	$
03186801	1”	100-199		$	10	$
03186802	1”	200-299		$	22	$
03186803	1”	300-399		$	56	$
03186804	1”	400-499		$	4	$
03186805	1”	500-599		$	37	$
03186806	1”	600-699		$	4	$
03186807	1”	700-799		$	34	$
03186808	1”	800-899		$	1	$
03186809	1”	900-999		$	1	$
03186810	1”	1000-1099		$	1	$
03186811	1”	1100-1199		$	1	$
03186812	1”	1200-1299		$	1	$
03186813	1”	1300-1399		$	1	$
03186814	1”	1400-1499		$	1	$
03186815	1”	1500-1599		$	1	$
03186816	1”	1600-1699		$	1	$
03186817	1”	1700-1799		$	1	$
03186818	1”	1800-1899		$	1	$
03186819	1”	1900-1999		$	1	$
03186820	1”	2000-2099		$	1	$
03186821	1”	2100-2186		$	1	$
					Total Section 5B:	**$**

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Section 5C: Pleated Disposable Filters 2" Thick / MERV 13/10A

Terms Item Number	Thickness	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186825	2”	16"X16"		$	49	$
03186826	2”	16"x20"		$	479	$
03186827	2”	16"X25"		$	79	$
03186828	2”	18"X24"		$	1	$
03186829	2”	20"X24"		$	34	$
03186830	2”	20"X25"		$	66	$
03186831	2”	24"X24"		$	46	$
03186832	2”	24"X30"		$	30	$
					Total Section 5C:	**$**

Section 5D: Custom Pleated Disposable Filters 2" Thick / Merv13/10A

Terms Item Number	Thickness	Nominal Size (Square Inches)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186835	2”	36-99		$	1	$
03186836	2”	100-199		$	1	$
03186837	2”	200-299		$	1	$
03186838	2”	300-399		$	1	$
03186839	2”	400-499		$	1	$
03186840	2”	500-599		$	1	$
03186841	2”	600-699		$	1	$
03186842	2”	700-799		$	1	$
03186843	2”	800-899		$	1	$
03186844	2”	900-999		$	1	$
03186845	2”	1000-1099		$	1	$
03186846	2”	1100-1199		$	1	$
03186847	2”	1200-1299		$	1	$
03186848	2”	1300-1399		$	1	$
03186849	2”	1400-1499		$	1	$
03186850	2”	1500-1599		$	1	$
03186851	2”	1600-1699		$	1	$
03186852	2”	1700-1799		$	1	$
03186853	2”	1800-1899		$	1	$
03186854	2”	1900-1999		$	1	$
03186855	2”	2000-2099		$	1	$
03186856	2”	2100-2186		$	1	$
					Total Section 5D:	**$**

BID PROPOSAL FORM

Section 6

Section 6: Extended surface mini-pleated filters 4" thick / MERV 11

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03156400	12"x12"x4"		$	1	$
03156401	12"x20"x4"		$	3	$
03156402	12"x24"x4"		$	754	$
03156399	14.25"x17.35"x4"		$	6	$
03156403	16"x20"x4"		$	1763	$
03156404	16"x25"x4"		$	782	$
03156405	18"x24"x4"		$	29	$
03156406	20"x20"x4"		$	1281	$
03156407	20"x24"x4"		$	826	$
03156408	20"x25"x4"		$	1001	$
03156409	24"x24"x4"		$	1668	$
				Total Section 6:	$

Section 7

Section 7: Extended surface mini-pleated filters 4" thick / MERV 13

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03156418	12"x24"x4"		$	48	$
03156419	16"x20"x4"		$	24	$
03156420	16"x25"x4"		$	36	$
03156421	18"x24"x4"		$	16	$
03156422	20"x20"x4"		$	96	$
03156423	20"x24"x4"		$	48	$
03156424	20"x25"x4"		$	48	$
03156425	24"x24"x4"		$	156	$
				Total Section 7:	$

BID PROPOSAL FORM

Section 8

Section 8A: Pleated Rigid Disposable Filter, 4" Deep with Header / MERV 11A

Terms Item Number	Thickness	Nominal Size	Manufacturer & Part Number Bid	Price per Filter	Estimated Annual Usage	Extended Total
03168611	4"	12" x 24"		$	69	$
03186860	4"	16" x 24"		$	6	$
03168612	4"	20" x 20"		$	51	$
03168613	4"	20" x 24"		$	184	$
03168614	4"	24" x 24"		$	48	$
					Total Section 8A:	**$**

Section 8B: Pleated Rigid Disposable Filter, 6" Deep with Header; MERV 11A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03166611	12"x 24" x 6"		$	4	$
03186861	16"x 16" x 6"		$	1	$
03186862	16"x 20" x 6"		$	1	$
03186863	16"x 25" x 6"		$	4	$
03166612	20"x 20" x 6"		$	26	$
03166613	20" x 24" x 6"		$	8	$
03186864	20"x 25" x 6"		$	6	$
03166614	24"x 24" x 6"		$	203	$
				Total Section 8B:	**$**

Section 8C: Pleated Rigid Disposable Filter, 12" Deep with Header; MERV 11A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03166601	12" x 24" x12"		$	75	$
03166602	20" x 20" x12"		$	12	$
03166603	20" x 24" x12"		$	33	$
03166604	24" x 24"x 12"		$	92	$
				Total Section 8C:	**$**

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Section 9

Section 9A: Pleated Rigid Disposable Filter, 4" Deep with Header; MERV 13A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03166618	12" x 24"x 4"		$	4	$
03166619	20" x 20"x 4"		$	2	$
03166620	20" x 24"x 4"		$	2	$
03166621	24" x 24"x 4"		$	4	$
				Total Section 9A:	**$**

Section 9B: Pleated Rigid Disposable Filter, 6" Deep with Header; MERV 13A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03166622	12" x 24"x 6"		$	24	$
03166623	20" x 20"x 6"		$	12	$
03166624	20" x 24"x 6"		$	6	$
03166625	24" x 24"x 6"		$	60	$
				Total Section 9B:	**$**

Section 9C: Pleated Rigid Disposable Filter, 12" Deep with Header; MERV 13A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03166626	12" x 24"x 12"		$	24	$
03166627	20" x 20"x 12"		$	12	$
03166628	20" x 24"x 12"		$	6	$
03166629	24" x 24"x 12"		$	60	$
				Total Section 9C:	**$**

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Section 10

Section 10: Non-Supported Extended Surface Bag Filter W/ Nominal 1" Header; MERV 11A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186701	12"X24"X15-25"		$	1	$
03186702	24"X24"X15-33"		$	1	$
03186703	12"X24"X22-31"		$	1	$
03186704	24"X24"X22-48"		$	1	$
03186705	12"X24"X30-38"		$	1	$
03186706	24"X24"X30-65"		$	1	$
				Total Section 10:	**$**

Section 11

Section 11: Non-Supported Extended Surface Bag Filter W/ Nominal 1" Header; MERV 13A

Terms Item Number	Nominal Size	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186707	12"X24"X15-25"		$	4	$
03186708	24"X24"X15-33"		$	36	$
03186709	12"X24"X22-31"		$	4	$
03186710	24"X24"X22-48"		$	2	$
03186711	12"X24"X30-38"		$	4	$
03186712	24"X24"X30-65"		$	2	$
				Total Section 11:	**$**

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Section 12

Section 12A: Aluminum Mesh Permanent Filters, Custom ½" thick Sizes

Terms Item Number	Thickness	Area in Square Inches (Height X Length)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186719	½''	0" - 49"		$	2	$
03186720	½''	50" - 99"		$	2	$
03186721	½''	100" - 149"		$	2	$
03186722	½''	150" - 199"		$	2	$
03186723	½''	200" - 249"		$	2	$
03186724	½''	250" - 299"		$	2	$
03186725	½''	300" - 349"		$	2	$
03186726	½''	350" - 399"		$	2	$
03186727	½''	400" - 449"		$	2	$
03186728	½''	450" - 499"		$	2	$
03186729	½''	500" -549"		$	2	$
03186730	½''	550" - 599"		$	2	$
03186731	½''	600" - 649"		$	2	$
03186732	½''	650" - 699"		$	2	$
03186733	½''	700" - 749"		$	2	$
03186734	½''	750" - 799"		$	2	$
03186735	½''	800" - 849"		$	2	$
03186736	½''	850" - 899"		$	2	$
					Total Section 12A:	**$**

Section 12B: Aluminum Mesh Permanent Filters, Custom 1" thick Sizes

Terms Item Number	Thickness	Area in Square Inches (Height X Length)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186749	1"	0" - 49"		$	2	$
03186750	1"	50" - 99"		$	2	$
03186751	1"	100" - 149"		$	2	$
03186752	1"	150" - 199"		$	2	$
03186753	1"	200" - 249"		$	2	$
03186754	1"	250" - 299"		$	2	$
03186755	1"	300" - 349"		$	2	$
03186756	1"	350" - 399"		$	2	$
03186757	1"	400" - 449"		$	2	$
03186758	1"	450" - 499"		$	2	$
03186759	1"	500" -549"		$	2	$
03186760	1"	550" - 599"		$	2	$
03186761	1"	600" - 649"		$	2	$
03186762	1"	650" - 699"		$	2	$

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03186763	1”	700” - 749”		$	2	$
03186764	1”	750” - 799”		$	2	$
03186765	1”	800” - 849”		$	2	$
03186766	1”	850” - 899”		$	2	$
					Total Section 12B:	**$**

Section 12C: Aluminum Mesh Permanent Filters, Custom 2” thick Sizes

Terms Item Number	Thickness	Area in Square Inches (Height X Length)	Manufacturer & Part Number	Price per Filter	Estimated Annual Usage	Extended Total
03186773	2”	0” - 49”		$	2	$
03186774	2”	50” - 99”		$	2	$
03186775	2”	100” - 149”		$	2	$
03186776	2”	150” - 199”		$	2	$
03186777	2”	200” - 249”		$	2	$
03186778	2”	250” - 299”		$	2	$
03186779	2”	300” - 349”		$	2	$
03186780	2”	350” - 399”		$	2	$
03186781	2”	400” - 449”		$	2	$
03186782	2”	450” - 499”		$	2	$
03186783	2”	500” -549”		$	2	$
03186784	2”	550” - 599”		$	2	$
03186785	2”	600” - 649”		$	2	$
03186786	2”	650” - 699”		$	2	$
03186787	2”	700” - 749”		$	2	$
03186788	2”	750” - 799”		$	2	$
03186789	2”	800” - 849”		$	2	$
03186790	2”	850” - 899”		$	2	$
					Total Section 12C:	**$**

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SUMMARY OF BID SECTION TOTALS

SECTION	DESCRIPTION	TOTAL
1 (1A thru 1B)	**Metal Filter Frames**	$
2 (2A thru 2B)	**Non-Woven Synthetic Filter Media**	$
3 (3A thru 3B)	**Flat Panel Type Disposable Filter**	$
4 (4A thru 4F)	**Pleated Disposable Filters, MERV 9A**	$
5 (5A – 5D)	**Pleated Disposable Filters, MERV 13/10A**	$
6 (entire section)	**Extended Surface Mini-Pleated Filters, MERV 11**	$
7 (Entire Section)	**Extended Surface Mini-Pleated Filters, MERV 13**	$
8 (8A thru 8C)	**Pleated Rigid Disposable Filter 4", 6" & 12" Deep W/ Header; MERV 11A**	$
9 (9A – 9C)	**Pleated Rigid Disposable Filter 4", 6" & 12" Deep W/ Header; MERV 13A**	$
10 (Entire Section)	**Non-Supported Extended Surface Bag Filter W/ Nominal 1" Header; MERV 13A**	$
11 (Entire Section)	**Non-Supported Extended Surface Bag Filter W/ Nominal 1" Header; MERV 13A**	$
12 (12A thru 12C)	**Aluminum Mesh Permanent Filters**	$

ADDENDUM ACKNOWLEDGEMENT FORM

ADDENDA ACKNOWLEDGMENT: The undersigned also acknowledges the receipt of the following Addenda:

ADDENDUM NO.	_____	DATED _____	***ADDENDUM NO***.	_____	DATED _____
ADDENDUM NO.	_____	DATED _____	***ADDENDUM NO***.	_____	DATED _____
ADDENDUM NO.	_____	DATED _____	***ADDENDUM NO***.	_____	DATED _____
ADDENDUM NO.	_____	DATED _____	***ADDENDUM NO***.	_____	DATED _____

BIDDER'S STATEMENT OF PRINCIPAL PLACE OF BUSINESS

To be completed by each Bidders and returned with your bid in order to be considered responsive

Name of Bidders: _____

Identify state in which Bidders has its principal place of business: _____

If your principal place of business is the State of Florida, you do not need to proceed any further on this form.

If outside of Florida, identify political subdivision (state, county or municipality) in which Bidders has its principal place of business: _____

NOTE: Florida Statute Section 287.084(2) states that "A Supplier whose principal place of business is outside this state must accompany any written bid, proposal or reply documents with a written opinion of an attorney at law licensed to practice law in that foreign state, as to the preferences, if any or none, granted by the law of that state, or political subdivision, to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contracts."

LEGAL OPINION REGARDING STATE BIDDING PREFERENCES

(To be completed by the Attorney for an Out of State Supplier. Please select one)

The Bidders principal place of business is in the State of _____ or in _____, a political subdivision thereof. It is my opinion that (check one):

☐ The laws of the state or political subdivision thereof **do not** grant a preference in the letting of any public contracts to business entities whose principal place of business are in that state or political subdivision.

☐ The laws of the state or political subdivision thereof **do** grant the following preference(s) in the letting of any public contracts to business entities whose principal place of business are in that state or political subdivision thereof. (Please describe preferences and provide citation to authority.

_____

_____

_____

_____

Signature of out of state Bidder's attorney: _____

Printed name of out of state Bidder's attorney: _____

Address of out of state Bidder's attorney: _____

_____

Telephone number of out of state Bidder's attorney: _____

Email of out of state Bidder's attorney _____

Attorneys' state(s) of bar admission: _____

NOTE: IF YOU ARE A SUPPLIER WHO'S PRINCIPAL PLACE OF BUSINESS IS NOT IN THE STATE OF FLORIDA, YOU MUST COMPLETE THIS FORM INCLUDING A SIGNATURE FROM AN ATTORNEY ATTESTING TO THE STATE BIDDING PREFERENCE.
FAILURE TO COMPLETE AND SIGN THIS FORM WILL CAUSE YOUR BID TO BE CONSIDERED NON-RESPONSIVE.

SUBMITTALS CHECKLIST

Proposing Firm: _____

Signature of Buyer: _____

Signature of Evaluator: _____

To help ensure that you include all the submittals necessary to complete a thorough evaluation of your bid proposal, we ask that you use this checklist to make sure you have enclosed all **Required** submittals before sealing and mailing your proposal.

The list below comprises the **Required Submittals,** and they **must be** submitted at the time you submit your bid or your bid will be declared non-responsive**. Submit Two (2) complete copies, 1 original marked as the original, and 1 copy of the original on a flash drive.**

Verified by Bidders	Verified by Buyer	Verified by Evaluator	Description of Required Submittal	Page No.
☐	☐	☐	Completed and signed Invitation to Bid Form 852-A.	1
☐	☐	☐	Bid Proposal Forms	19-32
☐	☐	☐	Completed and signed by an attorney, Bidder's Statement of Principal Place of Business	34
☐	☐	☐	Product Samples	11
☐	☐	☐	Label for Samples	36

Items listed as **Requested** should be submitted at the time you submit your bid to facilitate the bid evaluation process but will not be cause for declaring your bid non-responsive.

Verified by Bidders	Verified by Buyer	Verified by Evaluator	Description of Requested Submittal	Page No.
☐	☐	☐	Completed and signed Drug Free Workplace Certification Form (optional)	37
☐	☐	☐	Completed and signed Certification Regarding Debarment Form AD-1048	38

Cut along the outer border and affix this label to the package or box containing your samples. If there is more than one container, please affix a label to all containers and be sure to include the name of the company submitting the samples. Duplicate this label as needed.

BID SAMPLES

FOR BID NO.: **24-031-096**

BID TITLE: **HVAC Filters & Frames**

DATE/TIME SAMPLES DUE: **January 9, 2024@ 3:00PM** E.T.

SUBMITTED BY: _____
(Name of Company)

If submitting samples on behalf of a list of distributors, please list the names of all companies for whom you are submitting samples below.

SAMPLES SUBMITTED ON BEHALF OF:

_____

_____

_____

_____

ROUTE SAMPLES TO:

Douglas Schoel, P.E.
Facilities, Design and Construction
Walter Pownall Service Center
11111 South Belcher Road
Largo, FL 33773-5210

SAMPLE BOX NO. (District use only) _____

DRUG FREE WORKPLACE CERTIFICATION FORM

In accordance with Florida Statute 287.087, preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and service are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program *shall be given preference* in the award process. Established procedures for processing tie bids will be followed if none of the tied Suppliers have a drug-free workplace program. In order to have a drug-free program, a business shall:

1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.

2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).

4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

5) Impose a sanction on or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.

6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

_____

AUTHORIZED SIGNATURE

CERTIFICATION REGARDING DEBARMENT, SUSPENSION INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing *Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510*, *Participants responsibilities*. The regulations were published as ***Part IV of the January 30, 1989, Federal Register (pages 4722-4733).***

******** BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE SIDE ********

(1) The prospective lower tier participant certifies, by submission of this bid, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this bid.

Organization Name | PR/Award Number or Project Name

Name(s) and Title(s) of Authorized Representative(s)

Authorized Signature(s) | Date

Form AD-1048 (1/92)

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out on the reverse side in accordance with these instructions.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this bid is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "bid," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this bid is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Form AD-1048 (1/92)

Executive Order 12549--Debarment and Suspension

Source: The provisions of Executive Order 12549 of Feb. 18, 1986, appear at 51 FR 6370, 3 CFR, 1986 Comp., p. 189, unless otherwise noted.

By the authority vested in me as President by the Constitution and laws of the United States of America, and in order to curb fraud, waste, and abuse in Federal programs, increase agency accountability, and ensure consistency among agency regulations concerning debarment and suspension of participants in Federal programs, it is hereby ordered that:

Section 1. (a) To the extent permitted by law and subject to the limitations in Section 1(c), Executive departments and agencies shall participate in a system for debarment and suspension from programs and activities involving Federal financial and nonfinancial assistance and benefits. Debarment or suspension of a participant in a program by one agency shall have government-wide effect.

(b) Activities covered by this Order include but are not limited to: grants, cooperative agreements, contracts of assistance, loans, and loan guarantees.

(c) This Order does not cover procurement programs and activities, direct Federal statutory entitlements or mandatory awards, direct awards to foreign governments or public international organizations, benefits to an individual as a personal entitlement, or Federal employment.

Sec. 2. To the extent permitted by law, Executive departments and agencies shall:

(a) Follow government-wide criteria and government-wide minimum due process procedures when they act to debar or suspend participants in affected programs.

(b) Send to the agency designated pursuant to Section 5 identifying information concerning debarred and suspended participants in affected programs, participants who have agreed to exclusion from participation, and participants declared ineligible under applicable law, including Executive Orders. This information shall be included in the list to be maintained pursuant to Section 5.

(c) Not allow a party to participate in any affected program if any Executive department or agency has debarred, suspended, or otherwise excluded (to the extent specified in the exclusion agreement) that party from participation in an affected program. An agency may grant an exception permitting a debarred, suspended, or excluded party to participate in a particular transaction upon a written determination by the agency head or authorized designee stating the reason(s) for deviating from this Presidential policy. However, I intend that exceptions to this policy should be granted only infrequently.

Sec. 3. Executive departments and agencies shall issue regulations governing their implementation of this Order that shall be consistent with the guidelines issued under Section 6. Proposed regulations shall be submitted to the Office of Management and Budget for review within four months of the date of the guidelines issued under Section 6. The Director of the Office of Management and Budget may return for reconsideration proposed regulations that the Director believes are inconsistent with the guidelines. Final regulations shall be published within twelve months of the date of the guidelines.

Sec. 4. There is hereby constituted the Interagency Committee on Debarment and Suspension, which shall monitor implementation of this Order. The Committee shall consist of representatives of agencies designated by the Director of the Office of Management and Budget.

Sec. 5. The Director of the Office of Management and Budget shall designate a Federal agency to perform the following functions: maintain a current list of all individuals and organizations excluded from program participation under this Order, periodically distribute the list to Federal agencies, and study the feasibility of automating the list; coordinate with the lead agency responsible for government-wide debarment and suspension of contractors; chair the Interagency Committee established by Section 4; and report periodically to the Director on implementation of this Order, with the first report due within two years of the date of the Order.

Sec. 6. The Director of the Office of Management and Budget is authorized to issue guidelines to Executive departments and agencies that govern which programs and activities are covered by this Order, prescribe government-wide criteria and government-wide minimum due process procedures, and set forth other related details for the effective administration of the guidelines.

Sec. 7. The Director of the Office of Management and Budget shall report to the President within three years of the date of this Order on Federal agency compliance with the Order, including the number of exceptions made under Section 2(c), and shall make recommendations as are appropriate further to curb fraud, waste, and abuse.

Pinellas County District Schools
Bid Protest Procedure

Bidders who wishes to file a protest pertaining to a bid must file such notice in accordance with procedures prescribed by 120.57(3) FS enumerated below. For bids solicited by the purchasing department, the notice must be filed with the director of purchasing. For bids solicited by the facilities department, the notice must be filed with the director of facilities.

1. Any person who is adversely affected by the District decision or intended decision shall file with the Director of Purchasing a notice of protest in writing within 72 hours after the posting of the bid tabulation or after receipt of the notice of the District decision or intended decision and shall file a formal written protest within 10 days after filing the notice of protest. With respect to a protest of the specifications contained in an invitation to bid or in a request for proposals, the notice of protest shall be filed in writing within 72 hours after the receipt of notice of the project plans and specifications or intended project plans and specifications in an invitation to bid or request for proposals, and the formal written protest shall be filed within 10 days after the date the notice of protest is filed. Failure to file a notice of protest or failure to file a formal written protest shall constitute a waiver of proceedings under this chapter. The formal written protest shall state with particularity the facts and law upon which the protest is based. Saturdays, Sundays, and legal holidays shall be excluded in the computation of the 72-hour time periods provided by this paragraph.
2. Any person who files an action protesting a decision or intended decision pertaining to a bid pursuant to FS 120.57(3)(b), shall post at the time of filing the formal written protest, a bond payable to the Pinellas County School District in an amount equal to 1 percent (1%) of the total estimated contract value, but not less than $500 nor more than $5,000, which bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. In lieu of a bond, a cashier's check, certified bank check, bank certified company check, money order or U.S. currency will be acceptable form of security. If, after completion of the administrative hearing process and any appellate court proceedings, the District prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. Upon payment of such costs and charges by the protester, the protest security shall be returned. If the protester prevails, he or she shall recover from the District all costs and charges which shall be included in the final order of judgment, excluding attorney's fees.
3. Upon receipt of the formal written protest and protest bond which has been timely filed, the District shall stop the bid solicitation process or the contract award process until the subject of the protest is resolved by final District action, unless the Superintendent sets forth in writing particular facts and circumstances which require the continuance of the bid solicitation process or the contract award process without delay in order to avoid an immediate and serious danger to the public health, safety, or welfare.
4.
    a) The District shall provide an opportunity to resolve the protest by mutual agreement between the parties within 7 days, excluding Saturdays, Sundays, and legal holidays, after receipt of a formal written protest.
    b) If the subject of a protest is not resolved by mutual agreement within 7 days, excluding Saturdays, Sundays, and legal holidays, after receipt of the formal written protest, and if there is no disputed issue of material fact, an informal proceeding shall be conducted pursuant to 120.57(2) FS and applicable District rules before a person whose qualifications have been prescribed by rules of the District.
    c) If the subject of a protest is not resolved by mutual agreement within 7 days, excluding Saturdays, Sundays, and legal holidays, after receipt of the formal written protest, and if there is a disputed issue of material fact, the District shall refer the protest to the Division of Administrative Hearings for proceedings under 120.57(1) FS.

5. Upon receipt of a formal written protest referred pursuant to this subsection, the director of the Division of Administrative Hearings shall expedite the hearing and assign an administrative law judge who shall commence a hearing within 30 days after the receipt of the formal written protest by the division and enter a recommended order within 30 days after the hearing or within 30 days after receipt of the hearing transcript by the administrative law judge, whichever is later. Each party shall be allowed 10 days in which to submit written exceptions to the recommended order. A final order shall be entered by the District within 30 days of the entry of a recommended order. The provisions of this paragraph may be waived upon stipulation by all parties.
6. In a competitive-procurement protest, no submissions made after the bid or proposal opening amending or supplementing the bid or proposal shall be considered. Unless otherwise provided by statute, the burden of proof shall rest with the party protesting the proposed District action. In a competitive-procurement protest, other than a rejection of all bids, the administrative law judge shall conduct a de novo proceeding to determine whether the District's proposed action is contrary to the District's governing statutes, the District's rules or policies, or the bid or proposal specifications. The standard of proof for such proceedings shall be whether the proposed District action was clearly erroneous, contrary to competition, arbitrary, or capricious. In any bid-protest proceeding contesting an intended District action to reject all bids, the standard of review by an administrative law judge shall be whether the District's intended action is illegal, arbitrary, dishonest, or fraudulent.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
Bid Tabulation
Bid Number: 24-031-096
Bid Title: HVAC Filters & Frames
Date and Time Bid Due: January 9, 2024 @ 3:00 PM E.T.

Addenda #001	Samples	Vendor	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
Yes	Yes	Andrews Filter & Supply Corp.	$1,011.60	$50,950.00	$28,915.44	$228,909.40	$18,559.26	$405,252.20
Yes	No	Northgate Limited Inc						
Yes	Yes	Puremaxx LLC						
Yes	Yes	American Air Filter Company Inc.						

Addenda #001	Samples	Vendor	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12
Yes	Yes	Andrews Filter & Supply Corp.	$24,804.20	$80,931.41	$24,618.16	$ 472.25	$4,532.94	$ 4,074.18
Yes	No	Northgate Limited Inc						
Yes	Yes	Puremaxx LLC						
Yes	Yes	American Air Filter Company Inc.						

Notes:

Northgate Limited Inc: Non- Responsive, Did not meet specs on pg 16 under Techinal Support.The Filter Supplier shall have a minimum of one (1) qualified service representative living within a 50-mile radius of the district's Central Administration Building. Also did not provide samples as required.

Puremaxx LLC: Non- Responsive, Did not meet specs on pg 16 under Techinal Support.The Filter Supplier shall have a minimum of one (1) qualified service representative living within a 50-mile radius of the district's Central Administration Building.

American Air Filter Company Inc.: Non Responsive, Did not include shipping in cost as required. Also, did not meet specs on pg 16 under Techinal Support.The Filter Supplier shall have a minimum of one (1) qualified service representative living within a 50-mile radius of the district's Central Administration Building.

PINELLAS COUNTY SCHOOLS

Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
Chairperson
Laura Hine

Vice Chairperson
Carol J. Cook

Lisa N. Cane
Caprice Edmond
Eileen M. Long
Stephanie Meyer
Dawn M. Peters

Superintendent
Kevin K. Hendrick

February 28, 2024
Ms. Cathy Hubbard
Andrews Filter & Supply Corp.
2309 Coolidge Avenue
Orlando, FL 32804

Ref: **Notice of Bid Award**
Bid No. **24-031-096**
Bid Name: **HVAC Filters & Frames**

Dear Ms. Hubbard,

On Tuesday, February 27, 2024, the School Board of Pinellas County, Florida awarded your company all or a portion of the above referenced bid. This is your official notification of contract award. A copy of the agenda item approved by our School Board is attached confirming the award to your company. Orders will be placed as needed for the duration of the 1yr contract period to authorize performance under the contract.

All purchases must be properly authorized in advance. Vendors must first obtain either a printed purchase order, a purchase order number or a purchasing card account number before commencing performance under a contract. Vendors shall take no directions to modify (increase, change, decrease, cancel) a purchase order, once issued, from anyone other than the buyer listed on the purchase order.

To ensure timely payment, all original invoices should be submitted to the Accounts Payable Department, Pinellas County School Board, PO Box 2942, Largo, FL., 33779-2942. A minimum of thirty (30) days is required for payment. Photocopies of original invoices may be sent to other district personnel if they request it, but the original copies must be sent to the Accounts Payable Department. Only the Accounts Payable Department may direct you otherwise. Failure to follow this procedure may result in payment delays.

For your information, the administrator of this contract is Mike Hewett, Mr. Hewett can be reached at (727) 547-7100 Ext 7179 if you have questions or need assistance.

Thank you for your bid and your interest in Pinellas County Schools.

Sincerely,

Angelo Molfetta

Angelo Molfetta
Buyer II

The School Board of Pinellas County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities.

PURCHASING AGENDA ITEM

School Board of Pinellas County, Florida

School Board Meeting of: **February 27, 2024**

Contract No: 24-031-096 ***Title:*** HVAC Filters & Frames

Recommend approval of this agenda item under the specific category checked below.

Agenda Item Categories:

☒ Lowest Responsive Bid ☐ Request for Proposal ☐ Reject Bids ☐ Piggy-Back Bid per 6A-1.012 (6) ☐ Sale of Property
☐ Revised Award * ☐ Highest Point Score ☐ Re-Award (partial/whole) * ☐ State Contract per 6A-1.012 (5)
☐ Renewal of Contract ☐ Contract/Bid Termination * ☐ Contract Extension ☐ Sole Source ☐ Co-Op Bid
☐ Professional Services/Copyrighted Materials per 6A1.012 (11) * ☐ Direct Negotiation per 6A-1.012 (14) ☐ Emergency Ratification *

Contract Period: 02/28/24 thru 02/27/25 ☐ N/A - One Time Purchase

Contract Value: **$** 873,032.00 **Estimated**

Contract Type: ☒ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☒ Firm, Fixed Unit Prices ☐ Firm, Fixed Fees or Discounts

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term	☒ Length of Each Term	☐ None
2	6-months	1 - year	

Rationale/Reason

This contract will provide firm fixed pricing for HVAC filters & frames throughout the district.

Bidders Solicited: 290 **Bids Received:** 4 **Late Bids**: __ **Rejected Bids**: 3 ☐ **N/A - Bids Not Required**

Submitted By: Joe Benjamin, NIGP-CPP, CPPO, CPPB ***For:*** Maintenance Department
Title: Director, Purchasing Department

Requested By: Michael Hewett ***Buyer:*** Angelo Molfetta
Title: Director, Maintenance Buyer II

Contractor Name: Andrews Filter & Supply Corporation
Address: 2309 Coolidge Avenue
Orlando, FL 32804
Phone: 407-423-3310
Email: cathy@andrewsfilter.com
Vendor ID: 12742

Always be sure to reference T/C code "ACF" on your TERMS purchase requisitions or Bid # 24-031-096 on your internal purchase orders to ensure you receive our contract price. Orders should be assigned to buyer # 054.

(See Attached Tabulation)

ANDREWS FILTER & SUPPLY CORPORATION (V- 12742)

Section 1

Section 1A: Metal Filter Frames 1" Thick

Terms Item Number	Depth	Area in Square Inches (no dimension to exceed 34")	Price per Frame
03110101	1"	1"-199"	$10.61
03110102	1"	200"-350"	$13.81
03110103	1"	351"-499"	$14.59
03110104	1"	500"-650"	$17.26
03110105	1"	651"-800"	$18.61
03110106	1"	801"-950"	$21.19
03110107	1"	951"-1100"	$31.63
03110108	1"	1101"-1250"	$34.90

Section 1B: Metal Filter Frames 2" Thick

Terms Item Number	Depth	Area in Square Inches (no dimension to exceed 34")	Price per Frame
03110201	2"	1"-199"	$14.89
03110202	2"	200"-350"	$18.61
03110203	2"	351"-499"	$19.66
03110204	2"	500"-650"	$24.13
03110205	2"	651"-800"	$24.36
03110206	2"	801"-950"	$29.70
03110207	2"	951"-1100"	$48.83
03110208	2"	1101"-1250"	$55.22

Section 2

Section 2A: Non-Woven Synthetic Filter Media; Rolls (Tacky only)

Terms Item Number	Thickness	Maximum Roll Length and Width	Price per Square Foot
03122021	½"	135'	$0.30
03122121	1"	90'	$0.45
03122221	2"	60'	$0.55

Sec. 2A & 2B price calculation

** Example: **

Custom Size: 16 x 16 (multiply =256).
Then divide by 144.
Then multiply by cost per sq. foot.
Answer is Filter Price

Section 2B: Non-Woven Synthetic Filter Media; Pre-Cut Pads (Tacky only)

Terms Item Number	Thickness	Price per Square Foot
03122001	½"	$0.40
03122101	1"	$0.50
03122201	2"	$0.60

(24-031-096)

Section 3

Section 3A: Flat Panel Type 1" Thick Disposable Filter-Custom Sizes

Terms Item Number	Thickness	Area (square inches)	Price per Filter
03132190	1"	1"-199"	$3.05
03132191	1"	200"-350"	$3.67
03132192	1"	351"-499"	$3.98
03132193	1"	500"-650"	$4.41
03132194	1"	651-800"	$4.85
03132195	1"	801"-950"	$6.54
03132196	1"	951"-1100"	$7.30
03132197	1"	1101"-1250"	$7.52

Section 3B: Flat Panel Type 2" Thick Disposable Filter-Custom Sizes

Terms Item Number	Thickness	Area (square inches)	Price per Filter
03132290	2"	1"-199"	$3.79
03132291	2"	200"-350"	$5.42
03132292	2"	351"-499"	$5.56
03132293	2"	500"-650"	$7.19
03132294	2"	651"-800"	$7.55
03132295	2"	801"-950"	$10.04
03132296	2"	951"-1100"	$10.92
03132297	2"	1101"-1250"	$11.94

Section 4

Section 4A: Pleated Disposable Filters, 1" Thick, MERV 9A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03143112	1"	10" x 20"	$7.65
03143113	1"	12" x 24"	$8.23
03143114	1"	14" x 20"	$7.67
03143115	1"	14" x 25"	$10.24
03143137	1"	14" x 28"	$17.41
03143116	1"	15" x 20"	$8.91
03143117	1"	16" x 20"	$7.99
03143118	1"	16" x 25"	$9.77
03143138	1"	16" x 30"	$19.17
03143119	1"	18" x 24"	$12.22
03143120	1"	20" x 20"	$9.90
03143121	1"	20" x 25"	$11.70
03143139	1"	20" x 30"	$13.64
03143122	1"	24" x 24"	$13.27

Section 4B: Pleated Disposable Filters, 1” Thick / Custom Sizes / MERV 9A Camfil/AFS

Terms Item Number	Thickness	Nominal Size (Square Inches)	Price per Filter
03143123	1”	36-99	$12.17
03143124	1”	100-199	$13.99
03143125	1”	200-299	$14.36
03143126	1”	300-399	$17.12
03143127	1”	400-499	$17.35
03143128	1”	500-599	$20.29
03143129	1”	600-699	$28.69
03143130	1”	700-799	$29.81
03143131	1”	800-899	$30.92
03143132	1”	900-999	$31.99
03143133	1”	1000-1099	$33.80
03143134	1”	1100-1199	$35.64
03143135	1”	1200-1299	$37.64
03143136	1”	1300-1399	$39.42

Section 4C: Pleated Disposable Filters, 2” Thick / MERV 9A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03143216	2”	12” x 20”	$11.48
03143217	2”	12” x 24”	$9.56
03143218	2”	14” x 20”	$8.75
03143219	2”	14” x 25”	$10.67
03143220	2”	15” x 20”	$9.56
03143221	2”	16” x 16”	$10.13
03143222	2”	16” x 20”	$9.99
03143223	2”	16” x 24”	$11.54
03143224	2”	16” x 25”	$12.08
03143225	2”	18” x 20”	$14.47
03143226	2”	18” x 24”	$12.11
03143227	2”	18” x 25”	$15.28
03143228	2”	20” x 20”	$11.52
03143229	2”	20” x 24”	$13.10
03143230	2”	20” x 25”	$14.06
03143231	2”	24” x 24”	$15.75
03143232	2”	25” x 25”	$18.04

Section 4D: Pleated Disposable Filters, 2” Thick / Custom Sizes / MERV 9A-Camfil/AFS

Terms Item Number	Thickness	Nominal Size (Square Inches)	Price per Filter
03143298	2”	36-99	$16.20
03143299	2”	100-199	$18.68
03143300	2”	200-299	$19.17
03143301	2”	300-399	$22.84
03143302	2”	400-499	$23.13
03143303	2”	500-599	$27.05
03143304	2”	600-699	$38.27
03143305	2”	700-799	$39.76
03143306	2”	800-899	$41.22
03143307	2”	900-999	$42.66
03143308	2”	1000-1099	$45.09
03143309	2”	1100-1199	$47.52
03143310	2”	1200-1299	$50.17
03143311	2”	1300-1399	$52.58

Section 4E: Pleated Disposable Filters, 4” Thick / MERV 9A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03143409	4”	12” x 24”	$18.34
03143410	4”	16” x 20”	$19.30
03143411	4”	16” x 25”	$22.39
03143412	4”	18” x 24”	$22.22
03143413	4”	20” x 20”	$20.45
03143414	4”	20” x 24”	$25.85
03143415	4”	20” x 25”	$27.40
03143416	4”	24” x 24”	$26.86

Section 4F: Pleated Disposable Filters, 4” Thick/ Custom Sizes/ MERV 9A-Camfil/AFS

Terms Item Number	Thickness	Nominal Size (Square Inches)	Price per Filter
03143417	4”	36-99	$21.13
03143418	4”	100-199	$23.58
03143419	4”	200-299	$24.19
03143420	4”	300-399	$29.99
03143421	4”	400-499	$30.31
03143422	4”	500-599	$36.31
03143423	4”	600-699	$48.89
03143424	4”	700-799	$51.08
03143425	4”	800-899	$53.28
03143426	4”	900-999	$55.44
03143427	4”	1000-1099	$59.22
03143428	4”	1100-1199	$62.98
03143429	4”	1200-1299	$67.03
03143430	4”	1300-1399	$70.83

(24-031-096)

Section 5

Section 5A: Pleated Disposable Filters 1" Thick / MERV 13/10A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03186791	1”	12"x20"	$9.49
03186792	1”	16"x20"	$11.97
03186793	1”	16"X24"	$12.42
03186794	1”	16"X30"	$21.70
03186795	1”	20"X24"	$14.90
03186796	1”	20"X25"	$15.03
03186797	1”	20"X30"	$20.70
03186798	1”	24"X24"	$17.41

Section 5B: Custom Pleated Disposable Filters 1" Thick / MERV 13/10A-Camfil/AFS

Terms Item Number	Thickness	Nominal Size (Square Inches)	Price per Filter
03186800	1”	36-99	$10.51
03186801	1”	100-199	$15.05
03186802	1”	200-299	$18.52
03186803	1”	300-399	$21.46
03186804	1”	400-499	$24.03
03186805	1”	500-599	$26.35
03186806	1”	600-699	$28.49
03186807	1”	700-799	$30.49
03186808	1”	800-899	$32.36
03186809	1”	900-999	$34.15
03186810	1”	1000-1099	$35.82
03186811	1”	1100-1199	$37.42
03186812	1”	1200-1299	$38.97
03186813	1”	1300-1399	$40.46
03186814	1”	1400-1499	$41.90
03186815	1”	1500-1599	$43.29
03186816	1”	1600-1699	$44.64
03186817	1”	1700-1799	$45.94
03186818	1”	1800-1899	$47.20
03186819	1”	1900-1999	$48.44
03186820	1”	2000-2099	$49.64
03186821	1”	2100-2186	$50.81

Section 5C: Pleated Disposable Filters 2" Thick / MERV 13/10A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03186825	2”	16"X16"	$13.70
03186826	2”	16"x20"	$14.24
03186827	2”	16"X25"	$14.89
03186828	2”	18"X24"	$16.24
03186829	2”	20"X24"	$17.73
03186830	2”	20"X25"	$17.86
03186831	2”	24"X24"	$20.68
03186832	2”	24"X30"	$34.92

Section 5D: Custom Pleated Disposable Filters 2" Thick / Merv13/10A-camfil/AFS

Terms Item Number	Thickness	Nominal Size (Square Inches)	Price per Filter
03186835	2”	36-99	$16.43
03186836	2”	100-199	$23.54
03186837	2”	200-299	$28.98
03186838	2”	300-399	$33.80
03186839	2”	400-499	$37.58
03186840	2”	500-599	$41.24
03186841	2”	600-699	$44.59
03186842	2”	700-799	$47.72
03186843	2”	800-899	$50.63
03186844	2”	900-999	$53.42
03186845	2”	1000-1099	$56.05
03186846	2”	1100-1199	$58.57
03186847	2”	1200-1299	$61.00
03186848	2”	1300-1399	$63.32
03186849	2”	1400-1499	$65.56
03186850	2”	1500-1599	$67.72
03186851	2”	1600-1699	$69.82
03186852	2”	1700-1799	$71.87
03186853	2”	1800-1899	$73.85
03186854	2”	1900-1999	$75.80
03186855	2”	2000-2099	$77.69
03186856	2”	2100-2186	$79.52

Section 6

Section 6: Extended surface mini-pleated filters; 4" Thick / MERV 11- Glasfloss Ind.

Terms Item Number	Thickness	Nominal Size	Price per Filter
03156400	4"	12"x12"x4"	$45.41
03156401	4"	12"x20"x4"	$45.41
03156402	4"	12"x24"x4"	$37.62
03156399	4"	14.25"x17.35"x4"	$58.07
03156403	4"	16"x20"x4"	$48.00
03156404	4"	16"x25"x4"	$54.16
03156405	4"	18"x24"x4"	$58.11
03156406	4"	20"x20"x4"	$48.00
03156407	4"	20"x24"x4"	$50.56
03156408	4"	20"x25"x4"	$58.35
03156409	4"	24"x24"x4"	$51.58

Section 7

Section 7: Extended surface mini-pleated filters; 4" Thick / MERV 13-Glasfloss Ind.

Terms Item Number	Thickness	Nominal Size	Price per Filter
03156418	4"	12"x24"x4"	$38.88
03156419	4"	16"x20"x4"	$49.61
03156420	4"	16"x25"x4"	$55.83
03156421	4"	18"x24"x4"	$60.02
03156422	4"	20"x20"x4"	$49.61
03156423	4"	20"x24"x4"	$59.33
03156424	4"	20"x25"x4"	$60.26
03156425	4"	24"x24"x4"	$53.04

Section 8

Section 8A: Pleated Rigid Disposable Filter, 4" Deep with Header / MERV 11A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03168611	4"	12" x 24"	$59.65
03186860	4"	16" x 24"	$80.00
03168612	4"	20" x 20"	$66.63
03168613	4"	20" x 24"	$84.21
03168614	4"	24" x 24"	$87.37

Section 8B: Pleated Rigid Disposable Filter, 6" Deep with Header / MERV 11A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03166611	6"	12" x 24"	$85.27
03186861	6"	16" x 16"	$85.00
03186862	6"	16" x 20"	$91.43
03186863	6"	16" x 25"	$106.71
03166612	6"	20" x 20"	$95.97
03166613	6"	20" x 24"	$101.33
03186864	6"	20" x 25"	$110.96
03166614	6"	24" x 24"	$112.03

Section 8C: Pleated Rigid Disposable Filter, 12" Deep with Header / MERV 11A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03166601	12"	12" x 24"	$101.66
03166602	12"	20" x 20"	$114.29
03166603	12"	20" x 24"	$124.07
03166604	12"	24" x 24"	$134.79

Section 9

Section 9A: Pleated Rigid Disposable Filter, 4" Deep with Header / MERV 13A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03166618	4"	12" x 24"	$64.34
03166619	4"	20" x 20"	$71.91
03166620	4"	20" x 24"	$90.88
03166621	4"	24" x 24"	$94.29

Section 9B: Pleated Rigid Disposable Filter, 6" Deep with Header / MERV 13A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03166622	6"	12" x 24"	$85.27
03166623	6"	20" x 20"	$95.97
03166624	6"	20" x 24"	$101.33
03166625	6"	24" x 24"	$112.03

Section 9C: Pleated Rigid Disposable Filter, 12" Deep with Header / MERV 13A-Camfil

Terms Item Number	Thickness	Nominal Size	Price per Filter
03166626	12"	12" x 24"	$105.20
03166627	12"	20" x 20"	$119.15
03166628	12"	20" x 24"	$128.76
03166629	12"	24" x 24"	$140.05

Section 10

Section 10: Non-Supported Extended Surface Bag Filter W/ Nominal 1" Header / MERV 11A - Camfil

Terms Item Number	Nominal Size	Price per Filter
03186701	12"X24"X15-25"	$50.28
03186702	24"X24"X15-33"	$93.87
03186703	12"X24"X22-31"	$53.99
03186704	24"X24"X22-48"	$100.77
03186705	12"X24"X30-38"	$60.20
03186706	24"X24"X30-65"	$113.14

Section 11

Section 11: Non-Supported Extended Surface Bag Filter W/ Nominal 1" Header / MERV 13A - Camfil

Terms Item Number	Nominal Size	Price per Filter
03186707	12"X24"X15-25"	$51.03
03186708	24"X24"X15-33"	$95.27
03186709	12"X24"X22-31"	$54.76
03186710	24"X24"X22-48"	$102.29
03186711	12"X24"X30-38"	$61.26
03186712	24"X24"X30-65"	$115.22

Section 12

Section 12A: Aluminum Mesh Permanent Filters, Custom ½" thick Sizes

Terms Item Number	Thickness	Area in Square Inches (Height X Length)	Price per Filter
03186719	½"	0" - 49"	$13.34
03186720	½"	50" - 99"	$13.78
03186721	½"	100" - 149"	$14.91
03186722	½"	150" - 199"	$16.29
03186723	½"	200" - 249"	$19.37
03186724	½"	250" - 299"	$21.11
03186725	½"	300" - 349"	$23.03
03186726	½"	350" - 399"	$24.63
03186727	½"	400" - 449"	$27.73
03186728	½"	450" - 499"	$28.94
03186729	½"	500" -549"	$30.59
03186730	½"	550" - 599"	$31.97
03186731	½"	600" - 649"	$33.64
03186732	½"	650" - 699"	$35.56
03186733	½"	700" - 749"	$37.46
03186734	½"	750" - 799"	$39.37
03186735	½"	800" - 849"	$41.24
03186736	½"	850" - 899"	$45.43

Section 12B: Aluminum Mesh Permanent Filters, Custom 1" thick Sizes

Terms Item Number	Thickness	Area in Square Inches (Height X Length)	Price per Filter
03186749	1"	0" - 49"	$13.34
03186750	1"	50" - 99"	$13.78
03186751	1"	100" - 149"	$14.91
03186752	1"	150" - 199"	$16.29
03186753	1"	200" - 249"	$19.37
03186754	1"	250" - 299"	$21.11
03186755	1"	300" - 349"	$23.03
03186756	1"	350" - 399"	$24.63
03186757	1"	400" - 449"	$27.73
03186758	1"	450" - 499"	$28.94
03186759	1"	500" -549"	$30.59
03186760	1"	550" - 599"	$31.97
03186761	1"	600" - 649"	$33.64
03186762	1"	650" - 699"	$35.56
03186763	1"	700" - 749"	$37.46
03186764	1"	750" - 799"	$39.37
03186765	1"	800" - 849"	$41.24
03186766	1"	850" - 899"	$45.43

Section 12C: Aluminum Mesh Permanent Filters, Custom 2” thick Sizes

Terms Item Number	Thickness	Area in Square Inches (Height X Length)	Price per Filter
03186773	2”	0” - 49”	$26.13
03186774	2”	50” - 99”	$28.94
03186775	2”	100” - 149”	$30.75
03186776	2”	150” - 199”	$31.91
03186777	2”	200” - 249”	$35.97
03186778	2”	250” - 299”	$40.60
03186779	2”	300” - 349”	$44.29
03186780	2”	350” - 399”	$48.06
03186781	2”	400” - 449”	$53.41
03186782	2”	450” - 499”	$55.95
03186783	2”	500” -549”	$58.55
03186784	2”	550” - 599”	$70.05
03186785	2”	600” - 649”	$72.89
03186786	2”	650” - 699”	$80.20
03186787	2”	700” - 749”	$82.64
03186788	2”	750” - 799”	$87.97
03186789	2”	800” - 849”	$93.00
03186790	2”	850” - 899”	$99.00

AGENDA ITEM NO. 10.9

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Use of Omnia Request for Proposal on Furniture/Educational Supplies, SDMC No. 24-0108-MR, Estimated in the Amount of $1,000,000.00 (Multiple Funding Sources)

Executive Summary
Omnia issued a request for proposal for furniture, installation, and related services #19-18 and educational school supplies, instructional solutions, and related products #23-03. The awards offer a catalog discount from the list price. This will be utilized for furniture and educational supply needs for elementary, middle, and high school, media centers, and STEM labs. This request is being brought forward to receive the best overall discount with School Specialty.

Purchases of furniture are also made from the following board-approved items:

- Education, Classroom, Miscellaneous Support Furniture, and Related Products and Services, SDMC No. 18-0064-MR, $9,500,000.00, January 18, 2018 through December 31, 2026
- Furniture, furnishing and Services, SDMC No. 21-0091-MR, $1,500,000.00 annually.
- Catalog Percentage Discount-Furniture, SDMC No. 24-0060-MR, $1,000,000.00, August 9, 2023 through January 30, 2026
- K12 Classroom Furniture, Installation, and Related Products and Services, SDMC No. 24-0062-MR, $100,000.00, August 9, 2023 through November 30, 2030
- Furniture, Furnishings and Services, SDMC No. 24-0065-MR, $1,000,000.00, August 9, 2023 through May 31, 2029

Historical expenditures are as follows:
Fiscal Year 2023-2024 YTD: Furniture/FF&E, $935,689.44
Fiscal Year 2023-2024 YTD: Classroom Teaching Aids, $74,074.40
Fiscal Year 2022-2023: Furniture/FF&E, $407,164.83
Fiscal Year 2022-2023: Classroom Teaching Aids, $7,051.35

The requested contract is for furniture, installation, and related services #19-18 through April 30, 2025. The requested contract is for educational school supplies, instructional solutions, and related products #23-03 through December 31, 2026, with the option to renew for two additional one-year periods. Additional suppliers may be added as needed throughout the contract period.
Vendors agreed to extend the pricing to the School District Manatee County under the same terms and conditions as the Omnia contracts. Copies of the contract specifications and pricing are on file in the purchasing department.

Subsection 6A-1.012(6) In lieu of requesting competitive solicitations from three (3) or more sources, district school boards may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements when the proposer awarded a contract by another entity defined herein will permit purchases by a district school board at the same terms, conditions, and prices (or below such prices) awarded in such contract, and such purchases are to the economic advantage of the district school board.

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

The proposal is recommended for award to:

KI-Krueger International, Tampa, FL, Florida Document No. L08000001977

Lakeshore Learning, Royal Palm Beach, FL, Florida Document No. M21000013862

Meteor Education, Gainesville, FL, Florida Document No. L08000093733

Michaels Stores Inc., Tallahassee, FL, Florida Document No. P30161

School Specialty, Plantation, FL, Florida Document No. M20000008762

Additional suppliers may be added as needed throughout the contract period.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 4
Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of the use of Omnia request for proposal on furniture/educational supplies, SDMC No. 24-00108-MR, estimated in the amount of $1,000,000.00 (Multiple Funding Sources).

Financial Impact
The funding sources for these annually estimated expenditures are Capital Funds, General Funds, Grant Funds, and Internal Accounts and are included in school sites approved budgets for 2023-2024.

Contact
Submitting Department: Purchasing Department
Initiated By: Ruth Gruett

Attachments:
RFP_19-18_Bid_Tab_Summary
RFP-23-03_EVAL Tab_Summary

region 4

Bid Tab Summary

RFP #19-18 Furniture, Installation and Related Services

Description	Total Weighted Value	*9to5 Seating LLC*	*Affordable Interior Systems, Inc. (AIS)*	*Allsteel Inc.*	*Alumni Classroom Furniture Inc.*	*AmTab Manufacturing Corporation*	*Artcobell Corporation*	*Bush Industries, Inc.*	*Clear Design*	*ELB US Inc.*	*ASSA Group, Inc. dba Enwork*	*EPIC Business Essentials*	*Exemplis LLC*
Products/Pricing	40	Ergonomic office seating only	36	35		33	32		Offer not responsive to RFP	Did not make it to the next level of evaluation		No discount	36
Performance Capability	25		26	25		25	25						27
Qualification & Experience	25		18	19		15	15						16
Value Add	10		7	6		5	5						6
Total	100		87	85		78	77						85

It is recommended that the following contract award be made:

Contract

Furniture, Installation and Related Services

Award

Affordable Interior Systems, Inc. (AIS)
Allsteel Inc.
Exemplis LLC
The HON Company LLC
Irwin Seating Company
Jasper Group (Jasper Seating Company, Inc.)
Kaplan Early Learning Company
Krueger International, Inc.
Maxon Furniture Inc.
MeTEOR Education, LLC
National Office Furniture, Inc.
Office Depot, Inc.
OFS Brands Inc.
Safco Products Co.
School Specialty, Inc.
Teknion LLC
Trendway Corporation
VS America, Inc.

region 4

Bid Tab Summary

RFP #19-18 Furniture, Installation and Related Services

Description	Total Weighted Value	*GMi Companies*	*Haskell Office, LLC*	*The HON Company LLC*	*Indiana Furniture Industries, Inc.*	*Irwin Seating Company*	*Jasper Group (Jasper Seating Company, Inc.)*	*Kaplan Early Learning Company*	*Krueger International, Inc.*	*Kwalu LLC*	*LIAT, LLC*	*Maxon Furniture Inc.*	*Metalworks, Inc. - Great Openings*
Products/Pricing	40	Does not offer a broad enough selection	Score low - discount 20-45%	38	Not broad enough options	35	35	35	34	47% discount…not broad enough options	Not broad enough options…45% discount	36	32
Performance Capability	25			28		26	26	25	27			25	24
Qualification & Experience	25			19		16	18	17	18			16	16
Value Add	10			7		4	6	6	5			6	5
Total	100			91		81	85	83	83			83	77

It is recommended that the following contract award be made:

Contract

Furniture, Installation and Related Services

Award

Affordable Interior Systems, Inc. (AIS)
Allsteel Inc.
Exemplis LLC
The HON Company LLC
Irwin Seating Company
Jasper Group (Jasper Seating Company, Inc.)
Kaplan Early Learning Company
Krueger International, Inc.
Maxon Furniture Inc.
MeTEOR Education, LLC
National Office Furniture, Inc.
Office Depot, Inc.
OFS Brands Inc.
Safco Products Co.
School Specialty, Inc.
Teknion LLC
Trendway Corporation
VS America, Inc.

region 4

Bid Tab Summary

RFP #19-18 Furniture, Installation and Related Services

Description	Total Weighted Value	*MeTEOR Education, LLC*	*National Business Furniture, LLC*	*National Office Furniture, Inc.*	*NPS Public Furniture Corp*	*NorvaNivel USA LP*	*Office Depot, Inc.*	*OFS Brands Inc.*	*Origin US LLC*	*Paragon Furniture, Inc.*	*PS Furniture Inc.*	*Rapp Productions, Inc dba FurnitureLab*	*RT London*
Products/Pricing	40	37	No catalog, no discount…3.5 pages of exceptions	36	27% discount	32	38	37	Only offer chairs…40% discount	40% discount	52.5% discount and volume discount over $75,000	Not broad enough of requested items	53% discount…don't see catalog…higher education furniture…not broad enough options
Performance Capability	25	27		27		25	28	27					
Qualification & Experience	25	19		18		14	20	19					
Value Add	10	9		5		4	10	8					
Total	100	92		86		75	96	91					

It is recommended that the following contract award be made:

Contract

Furniture, Installation and Related Services

Award

Affordable Interior Systems, Inc. (AIS)
Allsteel Inc.
Exemplis LLC
The HON Company LLC
Irwin Seating Company
Jasper Group (Jasper Seating Company, Inc.)
Kaplan Early Learning Company
Krueger International, Inc.
Maxon Furniture Inc.
MeTEOR Education, LLC
National Office Furniture, Inc.
Office Depot, Inc.
OFS Brands Inc.
Safco Products Co.
School Specialty, Inc.
Teknion LLC
Trendway Corporation
VS America, Inc.

region 4

Bid Tab Summary

RFP #19-18 Furniture, Installation and Related Services

Description	Total Weighted Value	*Safco Products Co.*	*School Specialty, Inc.*	*SICO America, Inc.*	*Spec Furniture Inc*	*Special-T, LLC*	*Teknion LLC*	*Trendway Corporation*	*VS America, Inc.*	*WB Manufacturing*
Products/Pricing	40	37	36	40% discount	45% discount	Only offers tables…not enough options…100% restocking fee	37	37	36	50% discount…40% restocking fee
Performance Capability	25	26	27				26	27	26	
Qualification & Experience	25	16	17				18	17	17	
Value Add	10	6	8				6	7	7	
Total	100	85	87				87	88	86	

It is recommended that the following contract award be made:

Contract

Furniture, Installation and Related Services

Award

Affordable Interior Systems, Inc. (AIS)
Allsteel Inc.
Exemplis LLC
The HON Company LLC
Irwin Seating Company
Jasper Group (Jasper Seating Company, Inc.)
Kaplan Early Learning Company
Krueger International, Inc.
Maxon Furniture Inc.
MeTEOR Education, LLC
National Office Furniture, Inc.
Office Depot, Inc.
OFS Brands Inc.
Safco Products Co.
School Specialty, Inc.
Teknion LLC
Trendway Corporation
VS America, Inc.

region 4

Bid Tab Summary

RFP #23-03 Educational School Supplies, Instructional Solutions, and Related Products

Description	Total Weighted Value	AccuCut, LLC	Abdo Publishing Company	Earlychildhood LLC dba Discount School Supply	Dreambox Learning, Inc.	EPS Operations, LLC
Products/Pricing	40	32	33	32	20	33
Performance Capability	30	22	24	25	20	24
Qualification & Experience	20	14	14	14	13	15
Value Add	10	5	5	5	5	5
Total	100	73	76	76	58	77

It is recommended that the following contract award be made:

Contract

Educational School Supplies, Instructional Solutions, and Related Products

Award

Lakeshore Learning Materials, LLC
Michaels Stores, Inc. & Subs dba MichaelsPro Education
ODP Business Solutions, LLC
Quill LLC
School Specialty, LLC

region 4

Bid Tab Summary

RFP #23-03 Educational School Supplies, Instructional Solutions, and Related Products

Description	Total Weighted Value	Fun and Function	hand2mind, Inc.	Just Right Reader, Inc.	Kaplan Early Learning Company	Kids Read Now, Inc.
Products/Pricing	40	25	34	26	34	20
Performance Capability	30	25	23	22	23	22
Qualification & Experience	20	14	15	14	15	15
Value Add	10	5	4	5	5	4
Total	100	69	76	67	77	61

It is recommended that the following contract award be made:

Contract

Educational School Supplies, Instructional Solutions, and Related Products

Award

Lakeshore Learning Materials, LLC
Michaels Stores, Inc. & Subs dba MichaelsPro Education
ODP Business Solutions, LLC
Quill LLC
School Specialty, LLC

region 4

Bid Tab Summary

RFP #23-03 Educational School Supplies, Instructional Solutions, and Related Products

Description	Total Weighted Value	Lakeshore Learning Materials, LLC	Michaels Stores, Inc. & Subs dba MichaelsPRO Education	MobyMax Education, LLC	Navigate360, LLC	ODP Business Solutions, LLC
Products/Pricing	40	37	36	34	18	38
Performance Capability	30	28	25	22	25	29
Qualification & Experience	20	19	14	12	15	20
Value Add	10	9	5	0	6	10
Total	100	93	80	68	64	97

It is recommended that the following contract award be made:

Contract

Educational School Supplies, Instructional Solutions, and Related Products

Award

Lakeshore Learning Materials, LLC
Michaels Stores, Inc. & Subs dba MichaelsPro Education
ODP Business Solutions, LLC
Quill LLC
School Specialty, LLC

region 4

Bid Tab Summary

RFP #23-03 Educational School Supplies, Instructional Solutions, and Related Products

Description	Total Weighted Value	Quill LLC	Really Good Stuff, LLC	Skydio, Inc.	School Specialty, LLC	Xello Inc.
Products/Pricing	40	35	32	33	36	20
Performance Capability	30	25	25	25	26	18
Qualification & Experience	20	16	14	16	17	14
Value Add	10	5	5	4	7	4
Total	100	81	76	78	86	56

It is recommended that the following contract award be made:

Contract

Educational School Supplies, Instructional Solutions, and Related Products

Award

Lakeshore Learning Materials, LLC
Michaels Stores, Inc. & Subs dba MichaelsPro Education
ODP Business Solutions, LLC
Quill LLC
School Specialty, LLC

AGENDA ITEM NO. 10.10

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval to Purchase Services from MGT of America Consulting, LLC, to Perform an Audit of the District's Educational Planning and Construction Activities for the Fiscal Year Ended June 30, 2023, for compliance with Section 1013.35(2)(f), Florida Statutes, SDMC No. 24-0105-RG, Not to Exceed $49,376.00 (General Fund)

Executive Summary
Pursuant to Section 1013.35(2)(f), Florida Statutes, "[n]ot less than once every 5 years, the district school board shall have an audit conducted of the district's educational planning and construction activities."

The district issued an RFQ to professional services firms to conduct an audit pursuant to Section 1013.35(2)(f), Florida Statutes, of the district's educational planning and construction activities for the fiscal year ended June 30, 2023.

No responses were submitted to the district's RFQ. District policy 6320 states, "If fewer than two (2) responses are received in regard to a request for competitive solicitations, the purchasing director is empowered by F.S. 287.057 to recommend acceptance of the proposal received and/or open negotiations with a firm or individuals or request new proposals." It has been determined to be in the district's best interest to enter into direct negotiations with MGT of America Consulting, LLC, to perform the educational planning and construction activities audit for the fiscal year ending June 30, 2023.

The requested contract is for the period of March 20, 2024, through June 30, 2024. The contract is recommended for award to MGT of America Consulting, LLC, Tampa, FL, Florida Document No. L15000199435.

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 4
Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval to purchase services from MGT of America Consulting, LLC, to perform an audit of the district's educational planning and construction activities for the fiscal year ended June 30, 2023, for compliance with Section 1013.35(2)(f), Florida Statutes, SDMC No. 24-0105-RG, not to exceed $49,376.00. (General Fund)

Financial Impact
The funding source for this expenditure is the general fund and will be added to the Operations budget for 2023-2024.

Contact
Submitting Department: Office of the Deputy Superintendent, Business Services
Initiated By: Rachel Sellers

Attachments:
24-0105-RG contract for vendor signature.pdf

SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
AGREEMENT FOR CONTRACTUAL SERVICES

FUNDING SOURCE Budgeted, Federal, Grant, Internal Budgeted		NAME OF SCHOOL/DEPT. Business Services	DISTRICT REPRESENTATIVE Rachel Sellers
Less than $15,000.00	$15,000-$24,999.00	$25,000 - $49,999.99	$50,000 & OVER
Director, Purchasing	Principal, Legal, Deputy Superintendent	Principal, Legal, Deputy Superintendent, & Superintendent	Principal, Legal, Deputy Superintendent, Superintendent & Board Approval

This Agreement entered into this 1st day of March , 2024, (Agreement Date) by and between The School District of Manatee County, Florida, a political subdivision of the State of Florida, (District) and MGT of America Consulting, LLC (MGT) (Contractor).

CONTRACTOR: The individuals listed above and below shall serve as the respective representatives for Contractor and District and are hereby authorized to administer this Agreement on behalf of the respective party.

Business Name: MGT of America Consulting, LLC		PS Vendor No:
Representative: Patrick J. Dyer	Position: VP Performance Solutions	
Address: 4320 West Kennedy Blvd.		
City: Tampa	State: FL	Zip: 33609
Phone: 916.502.5243	Email: pdyer@mgtconsulting.com	
District Employee: Yes ( ) No (x) Former ( ) Date employment ended if former:		

SCOPE OF WORK:

Contractor shall provide service(s) according to the terms and conditions set forth in this Agreement. The service(s) to be provided by Contractor is/are: {if attached indicate name of attachment} MGT will conduct an operational audit to meet the requirements of f.s.1013.35(2)(f) per the attached proposal --Exhibit C.
And shall be performed at the following location(s): Matzke DCS department and remotely
Date(s) of Service(s): 3/20/2024 to 6/30/2024
Time(s)/Duration: 8 am/pm to 5 am/pm

LIMIT OF COMPENSATION:

The District has authorized an amount not to exceed $49,376.00 , which shall constitute the maximum amount due under this Agreement to the Contractor for service(s) rendered under section two. Agreements exceeding $50,000.00 must be specifically approved by the School Board of Manatee County, Florida.

PAYMENT:

Payment for services shall be (mark one) ☐ a flat fee of $49,376.00 ☐ a rate of $ per unit where the unit of measure is .
Payment shall be according to Sections 218.70-218.80, Florida Statutes (LOCAL GOVERNMENT PROMPT PAYMENT ACT). Payments shall be issued only in the name of Contractor. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.
To be paid from budget line: General Fund

TERMS AND CONDITIONS:

1. **COMPLIANCE WITH JESSICA LUNSFORD ACT: C**ontractor and their subcontractors shall comply with the Jessica Lunsford Act (JLA). Contractor/subcontractor shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Contractor, Contractor's personnel and subcontractors who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Contractor hereby indemnifies and holds harmless the District for any claims made against the District related to the failure of Contractor or Contractor's personnel or subcontractors to comply with any of the laws referenced in this paragraph or related to Contractor's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

   For information on JLA, requirements visit http://www.manateeschools.net/jessicalunsford. The Contractor information sheet, addendum A, must be completed and returned with the signed contract where the contractor is performing services on any District property.

2. **CHILD NEGLECT:** The Contractor and its agents and employees shall be subject to the requirements of §39.201, Florida Statutes, that requires the duty to report all actual or suspected cases of child abuse, abandonment or neglect to the statewide toll-free telephone number of the central abuse hotline.

3. **INDEMNIFICATION:** Contractor shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by the Contractor, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement. Notwithstanding anything contained herein to the contrary, if any provision of this Agreement or its incorporated exhibits obligates the District to indemnify the Contractor, District's obligation to indemnify the Contractor shall only be to the extent permitted by law and subject to the applicable limitations set forth in Section 768.28, Florida Statues.

4. **INSURANCE:** The Contractor shall furnish the School District of Manatee County with proof of:

   (1) Statutory Limits of Worker's Compensation in compliance with Chapter 440, Florida Statute, if required.
   (2) Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence.
   (3) a. Automobile Liability Insurance in an amount equal to or greater than $1,000,000.00 per person.
   b. Automobile Liability Insurance equal to or greater than $1,000,000.00 per occurrence for property damage or $1,000,000.00 combined single limit.
   (4) Contractual Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence. Policy must include endorsement for indemnification in the event third party damages are sought against the School District.
   (5) Completed Operations Endorsement equal to or greater than $1,000,000.00 per occurrence.
   (6) Independent Contractors Endorsement in an amount equal to or greater than $1,000,000.00 per occurrence.

   Certificate(s) of Insurance listing The School District of Manatee County, Florida, as an additional insured must be received by District's Risk Manager within 10 days after the Effective Date of this Agreement. Any policy shall include substantially the following provision: The School District of Manatee County, Florida, shall be furnished written notice 30 days in advance of the effective date of any reduction in or cancellation of this policy." Contractor shall immediately notify District upon lapse in coverages required by this Agreement or cancellation of any of the insurance policies. Contractor shall not provide any services under this Agreement during any such period of lapse or after cancellation of the insurance coverages required herein without the express written permission of the District's Risk Manager. District shall be under no obligation to pay Contractor for any services provided or for any costs associated with this Agreement for any period of time concurrent with any lapse in coverage.

5. **SOVEREIGN IMMUNITY**: Contractor acknowledges and agrees that the District does not waive its immunity and nothing herein, including the naming of the District as an additional insured, shall be interpreted or deemed as a waiver of the District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by the District.

6. **THIRD PARTY BENEFICIARIES:** The parties to this Agreement do not intend that this Agreement benefit any third party, and nothing herein should be construed as consent by either party to be sued by third parties in any matter arising out of this Agreement.

7. **ACCESS TO AND RETENTION OF DOCUMENTATION:** The District, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Contractor which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records, and records required under any state or federal rules, regulations or laws respecting audit, for a period of five District fiscal years after completion or termination of this Agreement.

8. **COMPLIANCE WITH THE PUBLIC RECORDS ACT:** By entering into this Agreement, Contractor acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Contractor is performing services on behalf of District, Contractor shall:

   a. Keep and maintain public records required by District to perform pursuant to the Agreement.

   b. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested

records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Contractor does not transfer the records to District.

d. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Contractor or keep and maintain public records required by District to perform the service. If Contractor transfers all public records to District upon completion of this Agreement, Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Contractor keeps and maintains public records upon completion of this Agreement, Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 941-708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET, 215 MANATEE AVENUE WEST, BRADENTON, FLORIDA, 34205.

9. **TERMINATION FOR CAUSE:** Either Party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching Party must provide written notice of the material breach and a thirty (30) day cure period. Payments made to Contractors or recoveries by The District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by the Contractor to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Contractor in conjunction with this Agreement.

10. **TERMINATION FOR CONVENIENCE:** This Agreement may be terminated by the District or Contractor for any lawful reason or for no reason by giving the other party no less than 30 days written notice of intent to terminate. Contractor shall be entitled to payment and profit for work completed to the time of termination only together with any costs reasonably incurred by Contractor that are directly attributable to the termination, but Contractor shall not be entitled to any other or further recovery against District, including anticipated fees, profit on work not required to be performed, or attorneys' or legal fees and costs.

11. **ENTIRE AGREEMENT:** This Agreement and its Exhibits, if any, constitute the final and entire agreement between the parties with respect to the subject matter contained herein and are intended to be an integration of all prior negotiations and understandings. The Agreement and its Exhibits supersede all prior agreements, negotiations, understandings, and representations, whether written or oral. Consultant and District shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein. This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument.

12. **AMENDMENTS:** This Agreement may not be amended, canceled, changed, discharged, modified, rescinded, supplemented, or terminated other than as expressly provided herein, except by any instrument in writing executed by all parties hereto.

13. **WAIVER**: The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

14. **GOVERNING LAW**: This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. Venue for resolution of all disputes, whether by mediation, arbitration, or litigation shall lie in Manatee County, Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted exclusively to the jurisdiction of the state courts of the Twelfth Judicial Circuit of Manatee County, Florida. The parties forever waive the right to trial by jury for all litigation between the parties arising out of or related to this Agreement. The parties agree to have any such dispute settled by a judge alone, without a jury.

15. **BINDING EFFECT:** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and permitted assigns.

16. **ASSIGNABILITY:** The parties may not assign this Agreement or any right or obligation of this Agreement without prior written consent of the other party.

17. **FORCE MAJEURE:** The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. If the Force Majeure persists more than 90 days, any party may elect to terminate this Agreement upon written notice per paragraph 10, Termination for Convenience.

18. **SEVERABILITY:** If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining

provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

19. **NOTICE; ELECTRONIC COMMUNICATIONS:** Any and all notices, approvals, claims, consents, demands, requests, or other communications between the parties (Notices) shall be in writing. All Notices pertaining to breach or termination or to designate a different recipient or address for notice shall be given by hand-delivery in person or sent by certified mail, postage prepaid, return receipt requested, and addressed as follows:

If to Contractor:	
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

All other Notices shall be hand delivered, sent by certified or registered mail, return receipt requested, sent by facsimile, or sent by electronic mail or other electronic means and addressed to the respective representatives at the addresses they respectively designate. All Notices shall be deemed effective and received upon actual receipt by the party to which such notice is given if hand delivered, sent by facsimile, electronic mail or other electronic means or 5 days after mailing, whichever occurs first.

20. **AUTHORITY TO EXECUTE:** The individual executing this Agreement on behalf of the Contractor is duly and fully authorized to execute this Agreement on behalf of the Contractor and to bind the Contractor to each and every condition and covenant of the Agreement.

21. **INDEPENDENT CONTRACTOR:** Contractor is an independent contractor and District has no supervisory authority or control over Contractor or Contractor's employees in the performance of this Agreement. Neither Contractor nor Contractor's employees shall be deemed agents or employees of District and any representation to the contrary by Contractor or its employees shall constitute a violation of this Agreement and shall be grounds for immediate Termination for Cause. Contractor shall not employ, contract with, or otherwise use the services of any officer or employee of District. Contractor certifies that its owner(s), officers, directors or agents, and members of their Immediate family, do not have an employee relationship or other material Interest with District.

22. **STANDARDS OF CONDUCT:** Contractor will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Contractor's employees and employees of Contractor's subcontractors.

23. **COMPLIANCE WITH REGULATIONS:** Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Contractor will in no way be a cause for relief from responsibility. Contractor shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Contractor must not be in violation of any zoning or other ordinances in the performance of this Agreement.

24. **SCHOOL DISTRICT POLICY:** In accordance with District policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

25. **SAFETY STANDARDS**: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

26. **TAX EXEMPTIONS:** When purchasing directly from a supplier the District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

27. **POSSESSION OF FIREARMS:** Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Contractor, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Contractor and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the meaning given in Section 790.001, Florida Statutes.

28. **CRIMINAL ACTS:** Employment and performing work relative to the Agreement by the Contractor, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Contractor agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Contractor does not comply with this provision.

29. **POSSESSION/USE/UNDER THE INFLUENCES OF MIND-ALTERING SUBSTANCES:** Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Contractor's employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Contractor. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent

contractor, this Agreement may be terminated by District.

30. **CONTACT WITH STUDENTS:** Unless otherwise specified, Contractor will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement to have direct or indirect contact with students while performing pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and the issuance of a trespass notice from District. Contractor shall be responsible for insuring compliance by all employees, independent contractors, subcontractors or other persons involved in any manner with work pursuant to this Agreement.

31. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

32. **INVOICE REQUIREMENTS:** The invoice shall contain the following basic information: the Contractor's name and address, invoice number, date of invoice, description of the service performed, the contract number, purchase order number, and any discounts. The invoice shall be in detail sufficient for a proper pre-audit and post audit thereof. Each bill or invoice must properly identify the services, portion of services, and expenses for which compensation is sought.

33. **PAYMENT:** The District complies with the Local Government Prompt Payment Act (sections 218.70-218.80, Florida Statutes). Unless otherwise required by the Local Government Prompt Payment Act, invoice payment is Net 45 days from the date of delivery or the receipt of satisfactory invoice, whichever occurs last, unless invoices specify early payment discounts.

34. **EMPLOYMENT ELIGIBILITY VERIFICATION ("E-VERIFY"):** By entering into this Agreement with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning July 1, 2023, a private employer with 25 or more employees shall use the E-Verify system to verify a new employee's employment eligibility, located at https://e-verify.uscis.gov/emp. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

    The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

    The Contractor will require all Subcontractors who work on this contract to use the E-Verify System for any subcontracted employees hired during this contract. The Contractor will verify Subcontractor's compliance with an affidavit stating whether the Subcontractor uses the E-Verify System as evidenced by Subcontractor's E-Verify System Number or that the Subcontractor is not an unauthorized alien and does not employ, contract with or subcontract with unauthorized aliens defined by this statute. The Contractor will maintain and provide the Subcontractor's affidavits to the School District on request during this contract.

    Termination: With good faith belief that the Contractor knowingly violated this section, the School District will terminate the contract. Further, with good faith believe that the Subcontractor knowingly violated this section, the School District will promptly notify the Contractor and the Contractor will immediately terminate the Contractor's contract with the Subcontractor. A contract terminated for noncompliance with E-Verify is not a breach of contract and may not be considered as such.

    To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

    CONTRACTOR E-VERIFY NUMBER: _____

35. **Certification Regarding Scrutinized Activities:** Section 287.135(2)(a), Florida Statutes, prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of any amount if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, Florida Statutes, or is engaged in a boycott of Israel. Section 287.135(2)(b), Florida Statutes, further prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of one million dollars or more if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in Iran Terrorism Sectors List, created pursuant to Section 215.473, Florida Statutes, or the company is engaged in business operations in Cuba or Syria. Entering into this Agreement constitutes certification by Contractor that it is not listed on any of the following: (a) the Scrutinized Companies that Boycott Israel List, (b) Scrutinized Companies with Activities in Sudan List, or (c) the Scrutinized Companies with Activities in Iran Terrorism Sectors List. Contractor further certifies that it is not engaged in a boycott of Israel or engaged in business operations in Cuba or Syria. Contractor acknowledges that pursuant to Section 287.135, Florida Statutes, the submission of a false certification may subject it to civil penalties, attorney's fees, and/or costs. Contractor further understands that this Agreement with District for goods or services of any amount may be terminated at District's option if Contractor (a) is found to have submitted a false certification, (b) has been placed on the Scrutinized Companies with Activities in Sudan List, (c) has been engaged in business operations in Cuba or Syria, (d) has been placed on a list created pursuant to Section 215.473, Florida Statutes, relating to scrutinized active business operations in Iran, (e) has been placed on the Scrutinized Companies that Boycott Israel List, or (f) is engaged in a boycott of Israel.

36. **LEGAL FEES AND COSTS**: Each party shall be solely responsible for paying its attorneys' fees and costs and paralegals' fees and costs in any dispute, litigation, trial, appeal, bankruptcy proceedings, post-

judgment proceeding, dispute resolution proceeding, settlement negotiation or pre-litigation negotiation, or otherwise arising under this Agreement.

37. **TIME OF THE ESSENCE:** Time is of the essence with regard to all dates and times set forth in this Agreement. Any reference herein to time periods of 7 days or less shall, in the computation thereof, exclude Saturdays, Sundays, and legal holidays under the laws of the State of Florida or the United States of America. Any time period provided for herein which shall end on a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America, shall extend to 5 P.M. of the next day that is not a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America. All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time. The term "day" as used herein shall in all cases mean a consecutive 24-hour day running from midnight to midnight (also known as a calendar day).

38. **FEDERAL GRANTS TERMS AND CONDITIONS:** When Federal funds are expended by the District, Contractor shall comply with all applicable provisions of Appendix II Part 200 Contract Provisions for non-Federal Entity Contracts Under Federal Awards contained in Exhibit B and as may be amended from time to time.

39. **RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS 2 CFR §200.334:** When federal funds are expended in accordance with this Agreement, Contractor certifies that Contractor will comply with the record retention requirements detailed in 2 CFR §200.334. Contractor further certifies that Contractor will retain all records as required by 2 CFR §200.334 for a period of three years after final expenditure or financial reports, as applicable, and all other pending matters are closed.

40. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

    Exhibit A – Contractor Information Form

    Exhibit B - Appendix II to Part 200

    In the event of a conflict between the terms and conditions provided in the body of this Agreement and any Exhibit, the provisions contained within the body of this Agreement shall prevail unless the term or provision in the Exhibit specifically states that it shall prevail.

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SIGNATURES:

Contractor	Date	Deputy Superintendent (up to $24,999.99)	Date
School Principal	Date	Superintendent (no greater than $49,999.99)	Date
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $49,999.99)	Date

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME:

TELEPHONE NUMBER:

LIST EMPLOYEE(s) THAT WILL BE DOING WORK FOR THE SCHOOL DISTRICT OF MANATEE COUNTY: Please print clearly and duplicate form as needed. Please list badge expiration for all employees who currently have a contractor's badge. If a designated employee does not have a contractor's badge, indicate their Appointment Date and Time for fingerprinting.

Please reference the District website for JLA requirements: https://www.manateeschools.net/

Page/6689

Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE.

EXHIBIT B

Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

Title 2 —Grants and Agreements
Subtitle A —Office of Management and Budget Guidance for Grants and Agreements
Chapter II —Office of Management and Budget Guidance
Part 200 —Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Source: 85 FR 49543, Aug. 13, 2020, unless otherwise noted.
Source: 85 FR 49539, Aug. 13, 2020, unless otherwise noted.
Authority: 31 U.S.C. 503
Source: 78 FR 78608, Dec. 26, 2013, unless otherwise noted.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non- Federal entity under the Federal award must contain provisions covering the following, as applicable.

A. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

B. All contracts in excess of $10,000 must address termination for cause and for convenience by the non- Federal entity including the manner by which it will be effected and the basis for settlement.

C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964–1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

D. Davis-Bacon Act, as amended (40 U.S.C. 3141–3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non- Federal entity must report all suspected or reported violations to the Federal awarding agency.

E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701–3708). Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

G. Clean Air Act (42 U.S.C. 7401–7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251–1387), as amended—Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401–7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251–1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

H. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

I. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

J. 200.323 Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.
(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

(2) Extend or renew a contract to procure or obtain; or

(3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

(i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

(ii) Telecommunications or video surveillance services provided by such entities or using such equipment.

(iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(b) In implementing the prohibition under Public Law 115–232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained.

(c) See Public Law 115–232, section 889 for additional information.

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.
(a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

(b) For purposes of this section:

(1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

(2) “Manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

M. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964– 1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”200.322 Domestic preferences for procurements.

EXHIBIT C
MGT PROPOSAL

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Proposal

JANUARY 8, 2024

Submitted by:

RICARDO CEPIN, CPA, CFE

PROJECT MANAGER

4320 WEST KENNEDY BOULEVARD, SUITE 200
TAMPA, FLORIDA 33609
888.302.0899
rcepin@mgtconsulting.com

www.mgtconsulting.com

Educational Planning and Construction Operational Audit

SCHOOL DISTRICT OF MANATEE COUNTY

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Cover Letter

January 8, 2024

Rachel Sellers, CPA
Chief Financial Officer
School District of Manatee County
215 Manatee Ave.
Bradenton, FL 34205

Dear Ms. Sellers:

MGT of America Consulting, LLC (MGT) is pleased to submit this proposal in response to the School District of Manatee County's inquiry regarding the conduct of an operational audit to meet the requirements of §1013.35(2)(f), *Florida Statutes*, and in accordance with the Scope of Services herein.

We have carefully reviewed the requirements of Section 1013.35, Florida Statutes, and the definition of an audit pursuant to Section 11.45(1)(b), (d), (i), and (j), Florida Statutes. The following table details our understanding of what we heard and how we plan to address your needs in a valuable way.

WHAT WE HEAR OPPAGA NEEDS	HOW MGT WILL MEET OPPAGA's NEEDS
A firm or individual with extensive experience conducting performance reviews of public entities	▪ Specialized knowledge and direct experience gained from serving hundreds of public-sector clients. ▪ MGT has worked in all 67 counties in Florida. ▪ High-quality deliverables regardless of challenges and circumstances. ▪ Extensive use of state-of-the-art technologies that allow our team to communicate internally and quickly share analyses, findings, and recommendations with the district.
A responsive, collaborative, and dedicated engagement team	▪ An experienced team of public sector consultants, including auditors with over 30 years of experience working in Florida. ▪ A team with prior experience working on similar projects, including performance audits of local governments and school districts. ▪ A team with experience conducting engagements in accordance with Florida Statutes and generally accepted government auditing standards (GAGAS).
Value for fees paid	▪ Commitment to budgets established by specific work plans and task orders. ▪ Senior staff members will be actively engaged in each assignment.

A fundamental philosophy of MGT is that we work with, not for, our clients. The majority of our proposed project team has previously worked in the public sector, and we will keep the goals of the school district at the forefront of these reviews. As former public sector employees, we have worked with consultants as clients and know the importance of developing practical recommendations that can be readily implemented. Our team understands that close partnerships with our clients require clear,

frequent, and honest communication throughout the project to ensure the most positive project outcome for all parties.

We fully recognize the opportunities and challenges associated with a project of this nature and the importance of conducting the project in an efficient and cost-effective manner. We will ensure the result will be final reports that provide well-researched and fully supported findings that address the compliance, economy, efficiency, and effectiveness of the district's educational facilities planning and construction activities, and, when appropriate, quality, cost-effective, and actionable recommendations.

In selecting MGT, you will have a team of business professionals assembled specifically for a performance review who have served as leaders and understand first-hand the importance of effective and efficient operations within the District.

If you have any additional questions or desire any additional information, please feel free to contact me at **916.502.5243** or **pdyer@mgtconsulting.com**.

Sincerely,



Patrick J. Dyer, Vice President, Performance Solutions
Authorized to Bind the Firm

Corporate Capabilities

We impact the communities we serve — for good.

MGT is a national firm that began in 1974 as a public sector research firm and has expanded its consulting capabilities since.

MGT is a privately held, employee-owned, and financially stable limited liability company with a deep roster of staff and a commitment to serving the public. Our clients have a social impact on citizen lives, and it is our mission to support you in that. This mindset is embedded in our culture and is at the heart of what we do: *we impact the communities we serve – for good.*

MGT FIRM AT A GLANCE

Name: MGT of America Consulting, LLC (MGT)

Founded: 1974

Locations: Headquarters in Tampa Florida; branch offices nationwide

Staff: 500+ consultants with a deep roster of experienced financial experts

Structure: Privately held, employee-owned, client-driven Limited Liability Company

Lines of Business: Government Consulting; Education and Financial Solutions; Diversity and Inclusion; Human Capital; Cyber Security; and Technology

MGT's Commitment to Culture

Our focus is always on the task at hand, but we recognize that we are performing each task within a unique cultural environment. Our teams work across the country with new organizations regularly and take the time to understand the challenges facing each organization. It starts with listening to our clients, not making assumptions, and drawing appropriate comparisons to past experiences. Our high level of repeat work demonstrates our ability to be professional and develop new relationships.

The Social Impact of MGT's Work

Impacting Communities. For Good.



Defined by Our Impact

The School District of Manatee County has a responsibility to ensure that educational facilities are planned and constructed in a manner that supports the District's enrollment projections and represents a responsible use of the District's funds. In addition, the District must comply with applicable Florida statutes. MGT recognizes how this project can truly impact the citizens of the District. Recognizing the positive benefit that effective and efficient District facility operations provide the community, MGT will work towards supporting positive practices and making recommendations to enhance the performance of District operations.

MGT Primary Consulting Divisions

Our firm includes **more than 500 professionals and administrative staff** to support our clients' success. MGT is structured into two primary consulting divisions, along with various internal infrastructure groups to support our operations and growth.



Social Impact Solutions

Our Social Impact Solutions team combines Financial Solutions, Education Solutions, Human Capital, Government Consulting, and Diversity, Equity, and Inclusion (DEI) to provide an integrated team with subject matter expertise and the financial acumen to help municipalities, government agencies, schools, districts, state agencies, and colleges and universities perform at their best and thrive.



Technology Solutions

Our Technology Solutions business supports state, local, education, and private companies as they seek to improve and protect their network infrastructure and data for greater resiliency. We offer world-class IT infrastructure management, cyber security, and strategic IT professional staffing.

The MGT Advantage

IMPARTIAL PERSPECTIVE. MGT offers an expert **impartial perspective** on organizational structure, processes, and practices. As an independent entity, our only vested interest is that of our clients; therefore, we apply our extensive experience to generating objective, independent solutions to meet our clients' needs.

DATA-DRIVEN. MGT leverages **best-of-breed data sources** to inform policy development and service delivery. Our team balances "gold standard" resources with our unique past performance lessons learned. MGT is committed to offering useful recommendations that achieve tangible results and is ever mindful of the practical and political realities the District may face.

EXTENSIVE TRACK RECORD. MGT has an **extensive track record** of providing consulting services that are similar in scope to this project. Our solutions help the organizations we work with achieve their goals and serve their constituents more effectively and efficiently. The considerable amount of repeat work we deliver demonstrates our ability to be professional and develop lasting client relationships.

SPECIFICALLY TAILORED. MGT provides solutions that are **specifically tailored** to meet the needs of our clients. The MGT team has an impressive track record of providing customized solutions, objective research, creative recommendations, and quality products that respond to each client's unique needs and time requirements.

Technical Qualifications

Incomparable Auditing Expertise.

We are a national consulting firm specializing in ***assisting clients to operate more effectively, efficiently, economically, ethically, and equitably.*** MGT offers comprehensive audit and consulting services designed to help you identify and overcome the critical challenges your organization faces.

Over the years, we have developed and maintained an extensive database of best practices and industry standards that we use to recognize exemplary practices and to recommend improvements in operational practices and procedures. Through this experience, ***MGT has developed a unique and highly specialized set of qualifications that make us especially well-suited to effectively perform efficient auditing and consulting services for the District.*** Our relevant experience provides us with superior qualifications to conduct assurance and consulting services.

A few of the advantages we bring to this engagement include:

- **Audit Expertise**: We have extensive experience conducting audits of public entities, including state and local government, school systems, and universities. Our experience includes conducting performance audits that assess the efficiency and effectiveness, organizational structure, methods of providing services, and compliance of governmental entities. Additionally, our proposed project team includes three CPAs with over 70 years of combined government auditing and consulting experience, including operational and performance audits of state and local governments and other public sector organizations. Together, our team members will question existing organizational structures, programs, policies, operations, work processes, and performance.
- **Sound Audit Methodology and Recommendations.** Our experience has enabled us to develop a flexible audit approach that allows us to fully gain an understanding of the project scope and objectives and recommend improvements in operational practices and procedures that strengthen the entity's internal controls; correct deficiencies; improve performance, credibility, and transparency; and increase employee morale. We will provide the District with actionable and achievable recommendations that align with the District's goals and objectives.
- **Project Management Excellence.** We are project management gurus who have completed more than 30,000 engagements of all sizes around the world. We have the experience the District needs to integrate the requirements of leadership and stakeholders and coordinate the many technical and administrative resources required to ensure a successful project.

Relevant Audit Experience

MGT represents unparalleled expertise in public sector operations and management, and we have assembled a team for the project that brings relevant expertise in performance audits, organizational structure-related projects, and fee structure. MGT brings nearly 50 years of innovative consulting experience to local municipalities, county jurisdictions, state, and federal agencies nationwide.

The projects below provide recent examples of audits conducted by MGT.

FLORIDA OFFICE OF PROGRAM POLICY ANALYSIS AND GOVERNMENT ACCOUNTABILITY | PERFORMANCE AUDITS (2022)

The Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) has contracted with MGT to conduct performance audits of Florida school districts and counties in accordance with GAGAS. The performance audits were a statutory requirement in support of the respective entities' resolutions to pursue local option surtaxes via public referenda. The audits focused on the program areas related to the intended use of the billions of dollars of funds that would be generated by the new levies and thousands of employees encompassed by associated operations.

The scope of each audit spanned six research tasks, encompassing perspectives on related programs including (1) economy, efficiency, or effectiveness; (2) the structure or design to accomplish goals and objectives; (3) alternative methods of providing services or products; (4) goals, objectives, and performance measures used to monitor and report; (5) the accuracy or adequacy of public documents, reports, and requests; and (6) compliance of the related programs with appropriate policies, rules, and laws. Findings of the audits included observations of both positive and adverse conditions, with recommendations for improvement where any deficiencies were observed. The final reports were published to agency websites 60 days in advance of each respective ballot to provide transparency regarding stewardship of public funds to inform voters' decisions to authorize the additional levies.

- **Franklin County School District:** Acquisition, construction, renovation, replacement, improvement, or equipping of school facilities and campuses and any land acquisition, land improvement, design, and associated engineering costs; safety and security improvements of school facilities and campuses; retrofitting, upgrading, and providing for technology implementation, including hardware and software; purchase, lease-purchase, or maintenance of school buses; and the retirement of related debt.
- **Hendry County School District:** Renovation, replacement, construction, security, and technology improvements to the district's schools, facilities, and units; land acquisition, construction, reconstruction, and improvements of school facilities, including costs of retrofitting and providing for technology implementation; equipment acquisition, including safety and security; technology hardware and software acquisition; purchasing and leasing of school buses; and servicing of bond indebtedness.
- **Walton County:** Development, construction, and operation of transportation systems, facilities, and services including but not limited to projects that improve roads and bridges, expand public transit options, fix potholes, enhance bus services, relieve rush hour bottlenecks, improve intersections, and make walking and biking safer in incorporated and unincorporated areas of the county.

PERFORMANCE AUDITS (2018)

- **Alachua County School District:** safety and security improvements; repair, renovation, and remodeling of board-owned schools, including modernization of classrooms, science labs, and other spaces; technology; elimination of portable classrooms; new construction; land acquisition and improvement; and other school facilities projects.
- **Washington County School District:** improvements and construction of school capital outlay projects, including construction additions, renovations, and replacements of school facilities, and educational technology.
- **Broward County:** planning, development, operation, and maintenance of roads and bridges, bus systems, fixed guideway rapid transit systems, and on-demand transportation services; as well

as the County's payment of principal and interest on bonds issued for authorized transportation and transit projects.

- **Collier County:** construction, repair or maintenance of roads, bridges, signals, sidewalks, and parks, as well as evacuation shelters; governmental, mental health, and emergency services facilities; and the acquisition of land and construction support for workforce housing and career and technical training, veterans' nursing home(s), and expanded mental health facilities.
- **Okaloosa County:** law enforcement and public safety facilities and vital equipment, the reduction of traffic congestion, construction and repairing of roads and bridges, flood control and water quality improvements, the construction of other public facility improvements, and debt service functions.
- **St. Lucie County:** financing, construction, reconstruction, maintenance, repair, and improvement of public infrastructure projects such as roadway expansion and major resurfacing, reduced traffic congestion, new and improved sidewalks near schools, local flood control, and improved water quality.

SARASOTA COUNTY SCHOOLS (FL) | EFFICIENCY REVIEW

MGT conducted an efficiency and effectiveness review of Sarasota County Schools (SCS) for the Gulf Coast Community Foundation of Venice. The purpose of the review was to identify specific cost-saving opportunities (operational efficiencies) and identify recommendations to improve the district's effectiveness. MGT reviewed the following areas: non-instructional school district operations, including district governance and administration, facility use and management, human resources, financial management, food services, transportation, technology, and safety and security; educational service (curriculum and instruction) delivery, including special education; management policies and procedures; and contracting of services (current and potential).

GWINNETT COUNTY PUBLIC SCHOOLS (GA) | SPLOST AUDIT

MGT has performed an annual Special-Purpose Local-Option Sales Tax (SPLOST) audit and review for the Gwinnett County Board of Education in five-year periods for the past 17 years. This will be our third renewal period, which is set to complete in 2023. The audits were conducted to ensure compliance with the requirements of Georgia House Bill (HB) 346 and to provide for a continuing annual performance audit/review of the expenditure of Gwinnett County Public Schools' (GCPS) SPLOST funds. The audits included a review of SPLOST program goals and the extent to which the program met expectations for the effective, efficient, and economic use of tax dollars collected, including the management of construction projects.

ALVA FIRE CONTROL AND RESCUE DISTRICT (FL) | PERFORMANCE REVIEW

MGT conducted a performance review pursuant to Section 189.0695, Florida Statutes, of the Alva Fire Control and Rescue District. The scope of the review included (1) the District's purpose and goals as stated in its charter; (2) the District's goals and objectives for each program and activity, the problem or need that the program or activity was designed to address, the expected benefits of each program and activity, and the performance measures and standards used by the District to determine if the program or activity achieves the District's goals and objectives; (3) the delivery of services by the District, including alternative methods of providing those services that would reduce costs and improve performance, including whether revisions to the organization or administration will improve the efficiency, effectiveness, or economical operation of the District; (4) a comparison of similar services provided by the county and municipal governments located wholly or partially within the boundaries of the District, including similarities and differences in services, relative costs and efficiencies, and possible service consolidations; (5) the revenues and costs of program activities of the District, using data from the current year and the previous three fiscal years; (6) the extent to which the District's goals and

objectives have been achieved including whether the goals and objectives are clearly stated, measurable, adequately address the statutory purpose of the special district, provide sufficient direction for the district's programs and activities, and may be achieved within the district's adopted budget; (7) any performance measures and standards of the District's programs and activities using data from the current year and the previous three fiscal years, including whether the performance measures and standards are relevant, useful, and sufficient to evaluate the costs of the programs and activities, are being met, and should be revised; (8) factors that have contributed to any failure to meet the District's performance measures and standards or achieve the District's goals and objectives including a description of efforts taken by the District to prevent such failure in the future; and (9) recommendations for statutory or budgetary changes to improve the special district's program operations, reduce costs, or reduce duplication, including the potential benefits to be achieved and the potential consequences of the proposed changes. MGT completed the performance review within the 16 weeks required by the contract with the District.

FORT MYERS BEACH FIRE CONTROL DISTRICT (FL) | PERFORMANCE REVIEW

MGT conducted a performance review pursuant to Section 189.0695, Florida Statutes, of the Fort Myers Beach Fire Control District. The scope of the review included (1) the District's purpose and goals as stated in its charter; (2) the District's goals and objectives for each program and activity, the problem or need that the program or activity was designed to address, the expected benefits of each program and activity, and the performance measures and standards used by the District to determine if the program or activity achieves the District's goals and objectives; (3) the delivery of services by the District, including alternative methods of providing those services that would reduce costs and improve performance, including whether revisions to the organization or administration will improve the efficiency, effectiveness, or economical operation of the District; (4) a comparison of similar services provided by the county and municipal governments located wholly or partially within the boundaries of the District, including similarities and differences in services, relative costs and efficiencies, and possible service consolidation;, (5) the revenues and costs of program activities of the District, using data from the current year and the previous three fiscal years; (6) the extent to which the District's goals and objectives have been achieved including whether the goals and objectives are clearly stated, measurable, adequately address the statutory purpose of the special district, provide sufficient direction for the district's programs and activities, and may be achieved within the district's adopted budget; (7) any performance measures and standards of the District's programs and activities using data from the current year and the previous three fiscal years, including whether the performance measures and standards are relevant, useful, and sufficient to evaluate the costs of the programs and activities, are being met, and should be revised; (8) factors that have contributed to any failure to meet the District's performance measures and standards or achieve the District's goals and objectives including a description of efforts taken by the District to prevent such failure in the future; and (9) recommendations for statutory or budgetary changes to improve the special district's program operations, reduce costs, or reduce duplication, including the potential benefits to be achieved and the potential consequences of the proposed changes. Due to the impact of Hurricane Ian, the District encountered delays in promptly providing MGT with the documentation necessary to conduct the review. Nevertheless, MGT completed the review within the timeframe provided.

GWINNETT COUNTY PUBLIC SCHOOLS (GA) | ORGANIZATIONAL EFFECTIVENESS REVIEW

After 25 years, GCPS underwent a leadership change with Dr. Calvin Watts as the new Superintendent. Superintendent Watts has launched a review of the district organization with MGT to ensure efficiency and effectiveness throughout all departments, including the compensation of personnel to drive critical functions. This review and feedback will give insight and accountability to organizational benchmarks based on relevant market characteristics, identification of duties performed by individual staff at a

granular level of detail, and alignment of functions to economic value to establish optimized organizational efficiency.

With a more effective organizational structure, GCPS can better serve schools and students. Cost savings realized will go towards initiatives aimed at serving the whole child and GCPS' most at-risk students.

25 SCHOOL DIVISIONS IN VIRGINIA | SCHOOL EFFICIENCY REVIEWS

MGT has nearly two decades of history working with school divisions across Virginia, particularly conducting efficiency and effectiveness reviews and facilities master planning. We have worked in 25 school divisions on division-wide school efficiency studies and five facilities master planning and boundary study projects. In many school divisions, the implementation of our comprehensive management, organization, and efficiency review recommendations has saved millions of dollars. In the reviews conducted by MGT, more than 90 percent of our recommendations were adopted, achieving a school division average savings of more than $1 million annually.

MGT: A Proven Service Provider in Florida

In addition to our experience providing similar services, MGT brings decades of experience providing services to Florida-based entities. Our Florida experience has enabled us to fully understand the inner workings of local governments and educational institutions in the state. The table in **Exhibit 1** on the following page provides a summary of relevant prior Florida projects completed by MGT. Several types of MGT solutions are relevant to this audit. Those project types are as follows:

- **Performance Reviews and Audits** – Oftentimes a review or audit focused on a program, small group, or funding source to ensure compliance determines outcomes.
- **Management or Organization Reviews** –A comprehensive review of an organization's department operations, spending, cost, and structure. The review analysis includes benchmarking against peers for performance, efficiencies, and effectiveness.
- **Disparity Studies** – A procurement review to understand equity and fair procurement process. MGT conducts performance reviews of government spending and recommends best practices to ensure compliance and community equity.
- **User Fee Studies** – A review of all fees charged to the public users of local services to ensure costs are in line with the fees charged.
- **Cost Allocation Plans** – A review of agency-wide costs across all city/county departments and funds to ensure distribution is equitably allocated.

These qualifications uniquely position MGT to better understand District operations for this operational audit.

Exhibit 1. Relevant Projects in Florida

AGENCY NAME	PROJECT
Alva Fire Control and Rescue District	Performance Review
Broward County	Consultant Services for Cost Allocation Plans
Broward County	Comprehensive Review of the Sheriff's Office Department of Detention
Charlotte County	Land Management Operations Process Improvement Study
City of Belle Glade	Management Study

AGENCY NAME	PROJECT
City of Cocoa Beach	Organizational and Management Review
City of Deltona	OMB Circular A-87 Compliant Cost Allocation Plan
City of Fort Lauderdale	Disparity Study
City of Fort Myers	User Fee Studies
City of Ft Walton Beach	Cost Allocation Plan
City of Gainesville	Management Consulting, Executive Recruiting
City of Hollywood	Overhead Cost Allocation Plan, OMB A-87
City of Marcos Island	Building Fee Study
City of North Port	Management and Organization Study
City of Port St. Lucie	User Fee Study
City of Safety Harbor	Building Permit Application Review Fee Study
City of Sarasota	Benchmark Study
City of St. Petersburg	Management Study of Construction Services
City of Tallahassee	Disparity Study, Strategic Plan, Work Environment Assessment
City of Tallahassee	Management Consulting Services
City of Tamarac	Comprehensive Fee Study
City of Tampa	Compensation and Classification Study
City of West Palm Beach	Human Resources Management Review
Collier County	User Fee Studies
Collier County	Fleet Study
Escambia County	Management Assessment
Florida Agency for Health Care Administration	Cost-Effectiveness Evaluation
Florida Commission on Human Relations	Management Review and Operational Analysis
Florida Department of Corrections	Operational Analysis Services
Florida Department of Health	Cost Analysis Project
Florida Department of Management Services	Statewide Human Resources Strategic Plan
Florida Department of Management Services	Financial Analysis
Florida Department of Management Services	Technology Audit
Florida Department of Transportation	Project Management Support
Florida Legislature	Analysis of Article V, Revision 7, to Florida State Constitution
Florida Office of Program Policy Analysis and Gov't Accountability	Best Financial Management Practices Review of Manatee County School District's Facilities Programs
Florida Office of Program Policy Analysis and Gov't Accountability	Special Review of the Land Acquisition Practices of the Miami-Dade School District
Florida Office of Program Policy Analysis and Gov't Accountability	Performance Reviews/Best Financial Management Practices Reviews of Florida Counties — Broward, St. Lucie, Okaloosa, Collier, and Walton

AGENCY NAME	PROJECT
Florida Office of Program Policy Analysis and Gov't Accountability	Performance Reviews/Best Financial Management Practices Reviews of Florida School Districts—Hillsborough, Lee, Hamilton, Clay, Broward, Polk, Brevard, Alachua, Washington, Hendry, and Franklin
Florida Office of Program Policy Analysis and Gov't Accountability	Efficiency Study
Florida State Board of Administration	Classification and Performance Evaluation Review
Florida State Technology Office	Information Technology Consulting Services
Fort Myers Beach Fire Control District	Independent Special Fire Performance Review
Governor's Office	Department of Economic Opportunity
Hillsborough County	Diversity, Equity, and Inclusion Study
Hillsborough County	Performance Audit
Hillsborough County	User Fee Study, Revenue Study
Hillsborough County Area Regional Transportation Authority	Classification and Compensation Study
Lee County	Building and Permits User Fee
Leon County	User Fee Study
Marion County	IT Security Evaluation
Miami-Dade County	Business Development Process Review
Nassau County	User Fee Studies
Palm Beach County Workforce Development Board	Performance Evaluation
Pinellas County	Management Pay Study
Polk County	Management Review
Sarasota County Schools	Efficiency Review
St. Lucie County	Organization and Operations Study
St. Lucie County	Children's Services Council Needs Assessment
St. Lucie County Board of County Commissioners	Information Technology Study and Update
Tampa-Hillsborough Expressway Authority	IT Security Review
Taylor County	Comprehensive Review of County Government Operations
Town of Jupiter	Technology Organization Assessment

Testimonials

"What I like best about working with MGT staff is their ability to manage sensitive projects and navigate obstacles. They completed a project involving county leadership and demonstrated good judgment in working through the issues."

Mike McGee, Maricopa County Auditor
Director of Internal Audit Department

"In addition to being extremely knowledgeable about public school systems, MGT's client service is exceptional. They are responsive and provide deliverables in a timely manner. Furthermore, their advice on improving our processes is invaluable."

Anthony Stephenson, MBA
Assistant Director – Budgets & Financial Reporting
Gwinnett County Public Schools, GA

"Our office switched over to MGT about three years ago. We have found the MGT team to be very professional, knowledgeable, and quick to respond. Our past service agreement required for MGT to produce a finalized audit report before our year-end closing. Given a small window of time to conduct the audit, Ricardo and Alan did an excellent job of working with our staff and keeping us informed as they audit progressed. Their analysis of our processes and systems were fair and reasonable. They identified necessary improvements and provided adequate recommendations. We look forward to working with MGT again in the upcoming year!"

Erica Cervantes, Chief Deputy TTC
Riverside County Treasurer-Tax Collector's Office

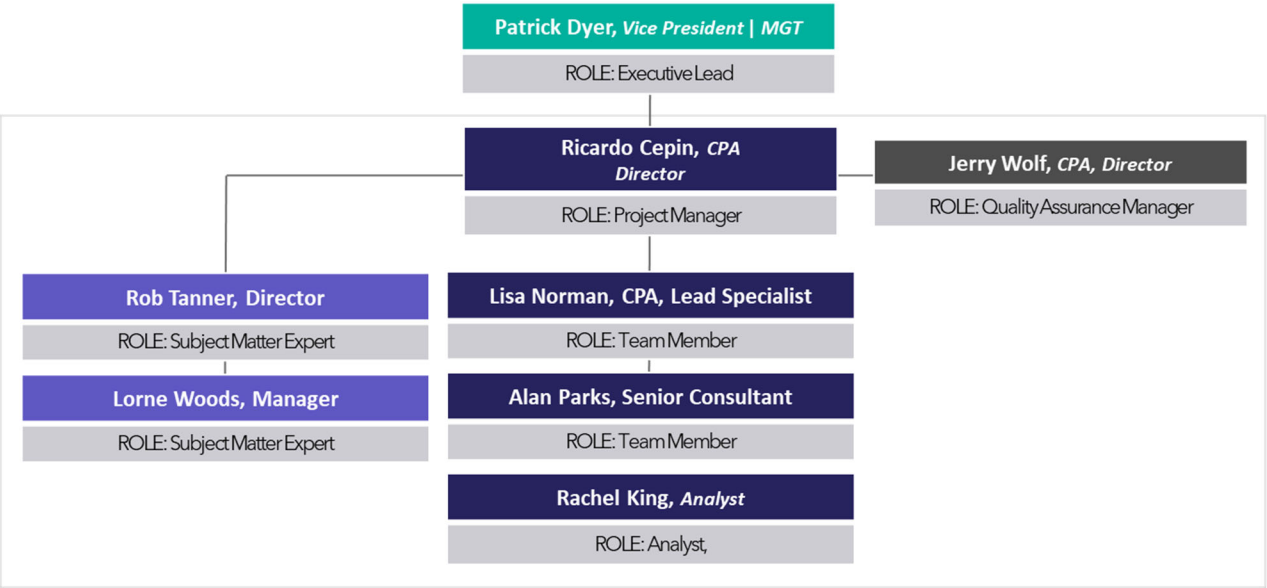
Personnel Qualifications

The success of a consulting engagement depends on the qualifications of the project team and how the project is structured and managed.

While the qualifications and experience of a firm are vital, perhaps more important are the qualifications and experience of the proposed project team. To ensure successful completion of the Planning and Construction Audit, MGT has assembled a team of experienced professionals with a track record of providing quality services to public agencies across the country.

The project team will be led by a CPA licensed in accordance with Ch. 473, Florida Statutes. In addition, the engagement will include a senior audit professional and experts in educational facilities planning and construction. The organizational chart below details the names and project roles of the staff members who will provide services under this contract.

Exhibit 2. Project Organizational Structure



Proven Audit Team

PATRICK DYER, VICE PRESIDENT | PROJECT EXECUTIVE

Mr. Patrick Dyer is a Vice President with MGT and is responsible for Western Region Financial Solutions operations for the firm. He has more than a 20-year background in local government, focusing on user fee rate calculations, 2 CFR Part 200 cost allocation development, indirect cost rate calculations, state-mandated cost reimbursement, federal and state grant recovery, and cost of services for local governments. His areas of expertise include local agency 2 CFR Part 200 cost allocation plans, departmental indirect cost rates, and state-mandated cost reimbursement claims (SB 90). He brings exceptional writing, organizational, and interpersonal skills to this study.

RICARDO CEPIN, CPA, CFE, PRINCIPAL AUDITOR | PROJECT DIRECTOR

Our proposed **Project Director, Mr. Ricardo Cepin is a CPA with over nine years of government auditing experience.** Mr. Cepin's extensive government audit experience includes leading audits of state and local agencies, including leading the Federal Awards Audit of the Child Support Enforcement Program within the Florida Department of Revenue. Mr. Cepin's experience also includes leading the follow-up of the Hillsborough County Department of Children and Families performance audit. As a Director with MGT, Mr. Cepin serves as the Project Manager on review-related projects including:

- **OPPAGA** – Mr. Cepin served as Principal Auditor for five discretionary surtax performance audits in 2018 and an additional discretionary surtax performance audit in 2022. These audits included four counties and two school districts. As Principal Auditor, he was responsible for oversight of all audit activities and compliance with appropriate contracts, policies, rules, and regulations.
- **Gwinnett County Public Schools, GA** – MGT performs the annual Special-Purpose Local Option Sales Tax (SPLOST) audit.
- **Alva Fire Control and Rescue District** – MGT conducted a performance review of the district's operations pursuant to Section 189.0695(3), Florida Statutes.
- **Fort Myers Beach Fire Control District** – MGT conducted a performance review of the district's operations pursuant to Section 189.0695(3), Florida Statutes.
- **Department of Family and Protective Services (DFS)** – MGT conducted a performance audit of the placement and capacity processes within the State's foster care program.
- **Riverside County, CA** – MGT has been performing internal audit services for five years.

LISA NORMAN, CPA, FINANCIAL SPECIALIST | SENIOR AUDITOR

The team also includes Ms. Lisa Norman. Ms. Lisa Norman joined MGT after 30 years of experience working with the State of Florida as an Audit Manager with the Florida Auditor General's Office. As an Audit Manager, Ms. Norman oversaw audits of some of the State's most complex agencies, including the State's Medicaid agency and the Department of Children and Families. She was also responsible for the State's Single Audit, encompassing approximately $32 billion in Federal expenditures by the State's agencies, universities, and colleges.

Proposed Team Roles and Years of Experience

Team Member Name/ Role	Description of Responsibilities	# of Years in Public Consulting and Performance Audits
Project Executive Patrick Dyer	Mr. Dyer will be the Project Executive responsible for project oversight, including ensuring that sufficient and appropriate resources are deployed for the successful completion of the project	30+ years
Project Director Ricardo Cepin, CPA, CFE	Mr. Cepin will be the Project Director. Mr. Cepin will oversee all audit-related activities, including: ◆ Conducting risk assessments	9+ years

Team Member Name/ Role	Description of Responsibilities	# of Years in Public Consulting and Performance Audits
	◆ Creating the audit programs ◆ Developing the audit plans ◆ Conducting fieldwork as needed ◆ Reviewing work papers ◆ Communicating finding ◆ Drafting audit reports	
Quality Assurance Manager Jerry Wolf, CPA	Mr. Wolf will be the Quality Manager on this project. Mr. Wolf will be responsible for reviewing the work papers and reports to ensure that all work is performed under GAGAS, all findings and conclusions are supported with sufficient and appropriate evidence, and all audit objectives are satisfied.	30+ years
Audit Specialist Lisa Norman, CPA	Ms. Norman will be the Audit Specialist responsible for completing audit procedures as assigned by the Project Director. Audit procedures will include interviews, reviewing applicable policies and procedures, reviewing applicable laws and regulations, and evaluating supporting documentation to obtain sufficient and appropriate audit evidence to support the audit findings and conclusions.	30+ years
Senior Auditor Alan Parks, MBA	Mr. Parks will be a Senior Auditor on this project. Mr. Parks will be responsible for completing audit procedures as assigned by the Project Director. Audit procedures will include interviews, reviewing applicable policies and procedures, and reviewing applicable laws and regulations, evaluating supporting documentation to obtain sufficient and appropriate audit evidence to support the audit findings and conclusions.	8+ years
SME Rob Tanner	Mr. Tanner will be the subject matter assisting in the evaluation of the District's construction processes.	13+ years
SME Lorne Woods	Mr. Woods will be the subject matter expert assisting in the evaluation of the District's educational facilities planning activities. This will include evaluating the District's processes for projecting student populations apportioned geographically, projections of facilities space needs, and options for reducing the need for additional permanent student stations.	17 years
Analyst Rachel King	Ms. King will be an Analyst for this project. She will be responsible for evaluating data and performing analytical procedures.	2+ years

Resumes

The resumes of each team member are shown in ***Appendix A***. **The personnel described in our proposal are the professionals who will provide the services for this project.** If, *for any reason*, a team member

needs to be replaced, the MGT Project Director will submit the alternate employee's resume for approval to the District's Contract Manager. MGT has a deep roster of experienced consultants and will have no problem filling a position should the need arise.

Project Understanding, Approach, and Methodology

Adherence to a detailed work plan and schedule specifically designed for providing quality audit services.

We understand that you are seeking professional services to conduct an audit pursuant to Section 1013.35(2)(f) of the District's educational planning and construction activities for the fiscal year ended June 30, 2023. Pursuant to Section 11.45(1)(b), an audit is defined as a financial audit, operational audit, or performance audit. MGT proposes conducting an operational audit in accordance with generally accepted government auditing standards to satisfy the requirements of Section 1013.35(2)(f), Florida Statutes. The objectives of the audit will include evaluating management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, administrative rules, contracts, grant agreements, and other guidelines.

Proposed Work Plan

Task 1.0: **PROJECT MANAGEMENT**

WORK ACTIVITIES

Meet with the District Contract Manager or designee to review the project scope and work plan, establish working relationships, determine communication lines, and finalize contractual arrangements.

Meet, as a team, with key stakeholders for progress meetings and workshops.

Conduct one-on-one meetings with District staff.

Conduct, as needed, additional review and meetings.

Schedule status meetings.

Task 2.0: **DEVELOP AUDIT SCOPE AND OBJECTIVES**

WORK ACTIVITIES

Obtain and review copies of applicable laws and regulations, policies, procedures, reports, audits, and other background materials and data relevant to the audit from District staff, including:

- Educational Facilities Plan.
- Organizational structure.
- Strategic or comprehensive plan, mission statement, goals, and objectives.
- Recent audits and reviews.
- Performance effectiveness measures and standards from the governing agency, if applicable.

- Previous and current management studies and program evaluations.
- Operating procedures and policies.

Identify, obtain, and review operational best practices, including reports from the Florida Department of Education.

Based on the results of the procedures detailed above, develop audit scope, objectives, and applicable audit programs detailing the procedures necessary to meet the audit objectives.

Task 3.0: UTILIZE THE COSO FRAMEWORK TO EVALUATE INTERNAL RELEVANT CONTROLS

WORK ACTIVITIES

Interview key stakeholders and review policies and procedures to gain an understanding of the design of internal controls.

Flowchart processes to identify significant internal controls and significant deficiencies in internal controls.

Perform walkthroughs and observations to analyze and assess the design and effectiveness of existing internal controls.

Evaluate whether internal controls are designed to provide reasonable assurance of achieving effective and efficient operations, reliability of reporting for internal and external use, and compliance with applicable laws, rules, and regulations.

If necessary, communicate internal control deficiencies identified during the process.

Task 4.0: EVALUATE DATA AND DEVELOP AUDIT PROCEDURES/TESTING

WORK ACTIVITIES

Interview key personnel and review policies and procedures and applicable laws and regulations to identify and request relevant data.

Perform audit procedures to evaluate data, including:

- Procedures to evaluate the reliability of the data.
- Procedures to evaluate the data for completeness.

Identify and investigate discrepancies found in the data.

Develop criteria, benchmarks, and measures that can be used to assess program performance, including requirements established by applicable laws and regulations.

Design and document audit procedures/tests that satisfy the audit objectives.

If appropriate, select transactions for testing and evaluate whether the District's actions complied with applicable laws, rules, and regulations.

Task 5.0: CONDUCT SUBSTANTIVE TESTING

WORK ACTIVITIES

Review criteria, benchmarks, and measures applicable to specific audit objectives. Criteria will include established provisions of laws, regulations, contracts, grant agreements, or other requirements that could affect the acquisition, protection, use, and disposition of the entity's resources and the quantity, timeliness, and cost of services the entity produces and delivers.

Obtain relevant data (e.g., source documents, management reports, etc.) stored within the program's records to evaluate against established criteria, benchmarks, and measures. The evaluation will measure the extent to which a program is achieving its goals and objectives.

Investigate all exceptions identified during testing.

Document findings, conclusions, and recommendations.

Task 6.0: DEVELOP AND PRESENT DRAFT AND FINAL REPORTS

WORK ACTIVITIES

Develop draft findings and recommendations for the District's consideration. The drafts will provide:

- Objectives and methodology for all findings.
- Recommendations based on the findings.

Review the draft report with the District's Contract Manager or designee and other appropriate staff.

Obtain the District's written response to the report and incorporate the response within the report.

Complete revisions to produce the final report. The final report will detail the recommended operational changes.

Project Schedule

MGT's timeline is based on the proposed work plan and would ensure the presentation of final deliverables within 3 months of project initiation. Firm dates will be agreed upon and finalized during the Project Management task. MGT understands that the District desires the project to be completed expeditiously.

WORK TASKS		MONTH 1				MONTH 2				MONTH 3			
		1	2	3	4	1	2	3	4	1	2	3	4
1.0	PROJECT MANAGEMENT	■	■	■									
2.0	DEVELOP AUDIT SCOPE AND OBJECTIVES		■	■	■	■							
3.0	UTILIZE COSO FRAMEWORK TO EVALUATE INTERNAL RELEVANT CONTROLS				■	■	■	■					
4.0	EVALUATE DATA AND DEVELOP AUDIT PROCEDURES/TESTING						■	■	■	■	■	■	
5.0	CONDUCT SUBSTANTIVE TESTING									■	■	■	

6.0 DEVELOP AND PRESENT DRAFT AND FINAL REPORTS

At the conclusion of an MGT project, we expect you to be confident that our approach is fair and comprehensive, our findings are accurate and informed by data, and our recommendations will lead to meaningful change that has a positive impact on your organization and its stakeholders.

References

A Leader in Audit Services.

MGT has an outstanding record of past performance. Our teams are composed of proven professionals to provide the best quality of service while meeting project schedules and budgets. Many of our clients have contracted with MGT for multiple projects or updates. Repeat business is the greatest testament to our commitment to customer service and client satisfaction. We encourage you to contact any of our references to learn of our professionalism, ability to meet timelines, and the expertise of our staff.

Below we provide examples of recent projects in which MGT has provided similar consulting services.

Hendry County School District (OPPAGA), Florida ***Performance Audit***	
Completion Date:	2022
Contact Name & Address:	Sarah Cox, Chief Financial Officer 300 W Cowboy Way, Labelle, FL 33935
Telephone Number & Email:	863.674.4100 | coxs@hendry-schools.net
Cost for Project:	$96,516
Project Description: The Florida Legislature's OPPAGA contracted with MGT to conduct performance audits of the county school district in accordance with GAGAS. The performance audits were a statutory requirement in support of the respective entities' resolutions to pursue local option surtaxes via public referenda. The audits focused on the program areas related to the intended use of the billions of dollars of funds that would be generated by the new levies and thousands of employees encompassed by associated operations. The scope of each audit spanned six research tasks, encompassing perspectives on related programs including (1) economy, efficiency, or effectiveness; (2) the structure or design to accomplish goals and objectives; (3) alternative methods of providing services or products; (4) goals, objectives, and performance measures used to monitor and report; (5) the accuracy or adequacy of public documents, reports, and requests; and (6) compliance of the related programs with appropriate policies, rules, and laws. Findings of the audits included observations of both positive and adverse conditions, with recommendations for improvement where any deficiencies were observed. The final reports were published to agency websites 60 days in advance of each respective ballot to provide transparency regarding stewardship of public funds to inform voters' decisions to authorize the additional levies. Renovation, replacement, construction, security, and technology improvements to the district's schools, facilities, and units; land acquisition, construction, reconstruction, and improvements of school facilities, including costs of retrofitting and providing for technology implementation; equipment acquisition, including safety and security; technology hardware and software acquisition; purchasing and leasing of school buses; and servicing of bond indebtedness.	

Riverside County Treasurer-Tax Collector's Office, California ***Performance Audit***	
Completion Date:	6/30/2024 (current project)

Riverside County Treasurer-Tax Collector's Office, California ***Performance Audit***	
Contact Name & Address:	Erica Cervantes, Chief Deputy, Fiscal Compliance Unit 4080 Lemon St, Riverside, CA 92501
Telephone Number & Email:	951.955.9151 | ecervantes@rivco.org
Cost for Project:	$65,670 per year
Project Description: MGT provides Internal Auditing services for the Treasurer-Tax Collector Department. MGT is evaluating the work processes and significant control points for effectiveness, adequacy, and efficiency of operations of the Non-Sufficient Funds and Cancellation of Tax Penalties functions. MGT is also assessing the work processes and the adequacy of internal controls within the apportionment process to determine if the controls in place mitigate the relevant key risks.	

Gwinnett County Public Schools, Georgia ***Special-Purpose Local-Option Sales Tax (SPLOST) Audit***	
Completion Date:	2/23/2023
Contact Name & Address:	Anthony Stephenson, Director of Financial Reporting & Capital Projects 437 Old Peachtree Rd. NW, Suwanee, GA 30024
Telephone Number & Email:	678.301.6339 | Anthony.Stephenson@gcpsk12.org
Cost for Project:	$78,500 per year
Project Description: MGT performed an annual SPLOST audit and review for the Gwinnett County Board of Education for five years, with a renewal period for the 2019 fiscal year. The audits were to ensure compliance with the requirements of Georgia House Bill 346 (HB346) and to provide for a continuing annual performance audit/review of the expenditure of Gwinnett County Public Schools' SPLOST funds. The audits included a review of SPLOST program goals and the extent to which the program met expectations for the effective, efficient, and economic use of tax dollars collected, including the management of construction projects.	

Maricopa County, California ***Multiple Audits***	
Completion Date:	10/05/2021
Contact Name & Address:	Mike McGee, Chief Financial Officer 301 W. Jefferson St., Phoenix, AZ 85003
Telephone Number & Email:	602.506.1588 | mike.mcgee@maricopa.gov
Cost for Project:	$49,988
Project Description: MGT conducted a purchasing card and travel expenses audit of the District 5 Supervisor Office. The objective of the audit was to review all expense transactions charged to the District 5 purchasing cards in fiscal years 2018, 2020, and 2021 to assess whether the expenses complied with the County's policies and procedures, Procurement Code, and the State's Gift Clause. Audit procedures included the testing of individual expenditure transactions. Additional Audits completed by MGT for Maricopa County: – MGT provided technical assistance to the County's Internal Audit Department in reviewing and analyzing countywide fleet size, composition, and usage.	

Maricopa County, California ***Multiple Audits***
– MGT performed a critical application audit of the County's Planning and Development Department in accordance with GAGAS and incorporated our knowledge of best practices and standards from the COBIT, ISO, and the PMI. – MGT assisted the County with a mobile devices network security audit and the performance of a risk assessment of the effects of mobile devices on network security. – MGT conducted a performance audit of the training program at the Maricopa County Sheriff's Office (MCSO). MGT assisted the County in the performance of an audit of the MCSO payroll operations.

Cost Proposal

MGT proposes to perform the services included in this proposal for a fixed fee of **$49,376** including incidentals and other costs associated with the project. The table below details the cost for each task in our work plan. This includes professional fees and other costs (surveys, postage, etc., as applicable).

Milestones and Tasks		Professional Hours	Total ($)
1.0	Project Management	8	$2,318
2.0	Develop Audit Scope and Objectives	16	$3,591
3.0	Utilize COSO Framework to Evaluate Internal Relevant Controls	24	$5,527
4.0	Evaluate Data and Develop Audit Procedures/Testing	28	$5,792
5.0	Conduct Substantive Testing	102	$22,911
6.0	Develop And Present Draft and Final Reports	34	$9,236
	GRAND TOTAL	**212**	**$49,376**

Method of Payment

It is customary for MGT to invoice 10% of the contract price at the time of contract execution. This invoiced amount covers MGT's efforts on strategy sessions, preliminary on-site meetings, project planning, and items not tied to fixed fee tasks outlined in the proposal. Subsequently, MGT will provide monthly invoices to the District or will invoice according to the above milestones. The amount due per month will be based on the services provided in each month under the project work plan.

Project Assumptions

Our work plan and fee schedule were developed with several key assumptions about the scope. Changes to these assumptions may impact either or both our methodology and proposed fee. We welcome the opportunity to meet with the District's Contract Manager to review these assumptions, validate or adjust these assumptions based on more complete information, and adjust the work plan and/or budget accordingly. Below, we present our assumptions:

- The District will designate a Contract Manager for this project. This person will function as the primary point of contact for the project, and coordinate and facilitate the flow of information and communication between the District and MGT.
- The District's Contract Manager will ensure that comments on draft documents are consolidated into a single document and that any conflicting comments are reconciled before delivering the comments to MGT.
- MGT will have access to and cooperation and participation from staff and management. MGT expects to have reasonable, timely access to District personnel and data.
- Meeting facilities will be arranged for and used at the expense of the District.
- The District will provide all requested documents at its own expense.

Appendix A – Resumes

PATRICK J. DYER

Vice President | Social Impact Solutions Group



Mr. Dyer has over 20 years of professional experience in government operations. He has worked with city, county, state, special district, and joint powers authority government agencies on cost accounting and state-mandated cost claiming projects during his twelve-year consulting tenure. Mr. Dyer's most recent consulting projects focus on the following areas: development user fee calculations, Federal Emergency Management Agency (FEMA) guidance and claiming, regulated cannabis/marijuana studies, city and transit agency cost allocation plans, and state-mandated cost consulting (specific to CA).

Areas of Expertise

- California State Mandate Reimbursement (SB 90)
- Cost Allocation Plans, Software & Training
- Indirect Cost Rate Proposals
- Cost of Service / User Fee Studies
- Transit Agency Cost Allocation and Indirect Costs
- Federal Negotiations and Audit Defense (FTA, FAA, HSA)
- Mental Health Funding Sources (AB 3632)
- Development Impact Fee (DIF) Calculations
- Daily Jail Rate, Booking Fee Analyses
- Animal Care, Shelter, Enforcement Operations Costs, and Fees
- Elections Program Operations and Cost Accounting
- Expert Witness on Cost/Fee Lawsuits
- Clerk, Recorder and Elections Fees/Operations
- FEMA Claiming & CARES Act Funding
- State Agency Fee Studies & Outreach
- Education Funding & Fiscal Sustainability

Education

Bachelor of Science, Business Administration (Finance), California State University Sacramento

Professional Experience

MGT of America Consulting, LLC, *Vice President, August 2007-Present*

Public Resource Management Group, LLC, *Senior Consulting Manager*

MAXIMUS, Inc., *Project Manager*

City of Davis, Finance Department, *Revenue Collections Customer Service Coordinator*

Leadership Expertise

Mr. Dyer is a senior member of MGT's leadership team. His duties as Vice President include direct project work in addition to a variety of management and administrative items. Mr. Dyer's business development and administrative duties include the following:

- Sales, marketing, and budget oversight for a practice of $4.0 million of consulting engagements
- Administer contracts, agreements and insurance requirements
- Staff reviews, supervision and workload analysis for 15 consulting professionals
- Coordinate, write, review, respond to complex government RFPs

Professional History

Prior to beginning his consulting career, Mr. Dyer spent over ten years with the City of Davis, most recently holding the position supervising the Finance Department staff handling all City revenue collection, loans, parking citation billing, 15,000 utility billing accounts and the City's 5,000 business licenses. Mr. Dyer also

completed a successful pilot data capture program between the City of Davis and the State of California Department of Motor Vehicles to develop a virtual private network to exchange vehicle owner information and streamline parking collection processes for local government.

While at the City of Davis, Mr. Dyer held the position of President of the Davis City Employees Association, a labor union for approximately 300 of the City's miscellaneous employees. While holding that position, Mr. Dyer gained valuable experience related to employer-employee contracts (MOUs), labor relations law, collective bargaining, class/comp studies, and compensation analysis.

Client Service Highlights

Walton County Discretionary Sales Surtax Performance Audit | Office of Program Policy Analysis and Government Accountability, State of Florida

Mr. Dyer provided executive oversight for the audit team to perform a performance audit in accordance with generally accepted government auditing standards focusing on the County's development, construction, and operation of transportation systems, facilities, and other transportation-related services.

Franklin and Hendry County School District Discretionary Sales Surtax Performance Audit | Office of Program Policy Analysis and Government Accountability, State of Florida

Mr. Dyer provided executive oversight for the audit team to perform a performance audit in accordance with generally accepted government auditing standards focusing on the School District's acquisition, construction, renovation, replacement, improvement, or equipping of school facilities and campuses; safety and security improvements; technology purchases; acquisition of school buses; and retirement of related debt.

Management Consulting for Student Housing | Maryland Economic Development Corporation (MEDCO)

Mr. Dyer was part of a team engaged by the Maryland Economic Development Corporation (MEDCO) to deliver a management consultant report for a specific student housing project at Bowie State University, University of Maryland Baltimore County, Towson University, University of Maryland Baltimore, and University of Maryland College Park. Prompted by a failure of the universities to reach the required 1.20 coverage ratio, a requirement of the trust indenture, MGT, an independent entity, developed recommendations with respect to fees, rental rates and charges imposed and collected by MEDCO in connection with its operations of the project and improvements or changes in operations or management of the project or the services rendered by MEDCO.

California Wildfires FEMA Public Assistance Claiming | County of Santa Cruz, CA

Mr. Dyer was engaged to develop defensible FEMA claiming and documentation for disaster event claiming. The scope of the MGT contract was to enhance the activities of the Auditor-Controller Tax Collector by assisting County staff with Federal Guidance, interpretations of the Policy Manual, development of improved timekeeping, procurement documentation and staff training of CAL OES and FEMA guidance related to the County's category B response to the CZU Lightning Complex Fires in August 2020.

Cost Allocation, Transit | Sound Transit, Seattle, WA

Mr. Dyer initiated a formal cost allocation plan structure for submission to the Federal Transportation Administration (FTA). Prior to engaging MGT, ST had not obtained approval for their indirect costs on federal grants. MGT analyzed, and documented the process, negotiated with federal auditors, and obtained FTA approval for its cost allocation and indirect cost rates. In total, ST runs $45 million through its cost plan for central service costs. This formal approval of the indirect cost rates helps ST defend a portion of its $170+ million in annual federal grants.

Health Agency Fee Calculations | El Dorado County, CA - Health & Human Services Agency

Mr. Dyer led a team of four consultants to analyze user fees and cost recovery for this eight-department super-agency. MGT reviewed cost recovery, developed fee comparisons and recommendations for the

Health, Lab, Environmental Health, Animal Services, Vital Records, Mental Health, Public Guardian, and Emergency Medical Services departments. This six-month project resulted in defensible fees for $7.2 million in county cost for user fee activity and recommended changes or new fees of approximately $125,000.

CARES, ARPA, FEMA & Other Pandemic Funding Sources | County of Santa Cruz, CA

The County Budget Director engaged the MGT team to help it prioritize, track and train county staff on the nuanced of the different funding sources intended to support the activities and impacts of the COVID-19 pandemic. Track costs, review for eligibility, maximize recovery, minimize audit risk for the various funding sources. Project began in March 2020 and is ongoing.

RICARDO CEPIN, CPA, CFE

Director | Social Impact Solutions Group



Mr. Cepin, a Manager for MGT, is a skilled audit and accounting professional with over seven years of experience conducting financial, operational, compliance, and performance audits. He is a detail-oriented team member and has proven successful in conducting accurate appraisals of state and local agencies with conditions and financial controls.

Areas of Expertise

- Data Analytics
- Fluent in Spanish
- Experience in FLAIR Accounting software and AutoAudit

Education

M.B.A., Florida State University, 2019

B.S., Accounting, University of South Florida, 2007

Professional Affiliations

Certified Public Accountant (CPA), licensed in Florida - 2015

Certified Fraud Examiner (CFE) - 2016

Project Experience

- **Alachua County School District (FL) | Performance Audit**
- **Alva Fire Control and Rescue District (FL) | Performance Review**
- City of Charlottesville (VA) | Disproportionate Minority Study
- City of Dallas (TX) | Availability and Disparity Study
- City of Fort Lauderdale (FL) | Disparity Study
- City of New York City (NY) | Local Hiring Study
- City of Port St. Lucie (FL) | User Fee Study
- City of Safety Harbor (FL) | Building Permit Application Review Fee Study
- **City of Scottsdale (AZ) | General IT Controls Audit**
- City of Tallahassee (FL) | Disparity Study
- City of Winston-Salem (NC) | Disparity Study
- **County of Broward (FL) | Performance Audit**
- **County of Collier (FL) | Performance Audit**
- County of Garfield (CO) | Uniform Guidance Compliance Review
- **County of Maui (HI) | Fiscal and Performance Audit**
- **County of Okaloosa (FL) | Performance Audit**
- **County of Orange (CA) | Capital Project Performance Audit**
- County of Peoria (IL) | Cost Allocation Plan
- County of Riverside (CA) | Performance Audit
- **County of St. Lucie (FL) | Performance Audit**
- Florida Department of Education | Review of Florida Safe School Assessment Tool
- Florida Office of Program Policy Analysis and Government Accountability | Florida Clerks of Court Organizational Review
- **Fort Myers Beach Fire Control District (FL) | Performance Review**
- **Franklin County School District (FL) | Performance Audit**
- **Gwinnett County Public Schools (GA) | SPLOST Audit Review (Annual/Ongoing)**
- Indiana Department of Administration | Emergency Management Services: Gary Community School Corporation
- Inter American University of Puerto Rico | Feasibility/Impact Study
- Maricopa County (AZ) | Performance Audit
- North Texas Tollway Authority | Disparity Study
- Pinellas County (FL) | Cost Allocation Plan
- Prince Georges County and Community College (MD) | Availability and Utilization Studies
- The Government of Washington, D.C. | MWSDBE Program Evaluation and Review
- **Texas Department of Family and Protective Services | Performance Audit**
- Virginia Mines, Minerals and Energy | Indirect Cost Recovery Rate
- **Walton County (FL) | Performance Audit**

Additional Experience

Audits of State Agencies – Auditor/Senior Auditor. During his time with the Auditor General's Office, Mr. Cepin conducted financial, operational, and compliance audits of state agencies.

RICARDO CEPIN, CPA, CFE

Director | Social Impact Solutions Group

- Planned and managed all aspects of the audit process for comprehensive financial, operational, and compliance audits.
- Participated in the Statewide Financial Statement Audit (SWFS), including evaluating internal controls.
- Oversaw the cost allocation audit of the Northwest Regional Data Center, including the creation of an audit plan and budget, coordination of on-site visits, and performing detail testing.

Internal Audits of County Agencies – Senior Internal Auditor. During his time with the Hillsborough County Internal Auditor's Office, Mr. Cepin evaluated county agencies' and programs' performance and compliance with a wide range of local laws and regulations:

- Identified and documented weaknesses in internal controls through questionnaires, narratives, and flowcharts.
- Conducted financial and performance audits of local programs, including Safe & Sound Hillsborough and the County's Jan K. Platt Environmental Lands Acquisition and Protection Program (ELAPP), respectively.

JERRY WOLF, CPA

Director | Social Impact Solutions Group



Mr. Wolf is an experienced public sector financial and operations consultant within the state and local agency environment. He has over 40 years of consulting experience helping hundreds of cities, counties, states, and special purpose districts develop strategies for identifying and implementing best practices for operations, developing improved approaches to cost reimbursement, and reducing operating expenses. During his career, he has worked with state and local governments of all sizes on a wide range of issues. His projects focus on issues such as: what are the true costs of providing services; how should the costs be recovered; and how can governments make service delivery more efficient?

Mr. Wolf is a licensed CPA in the States of Illinois and Maryland and has practical experience in the areas of human services management and finance. He is a Lecturer in Public Finance at The University of Chicago.

Areas of Expertise

- Enterprise Funds
- Central Administrative Services
- Public Works
- Law Enforcement
- Dispute Resolution
- Financial Analysis
- Mergers and Consolidations
- Rates and Charges
- Intergovernmental Agreements
- Building, Planning, Zoning

Education

Master of Business Administration, Business, Booth Graduate School of Business, The University of Chicago

Master of Arts, Social Policy, School of Social Service Administration, The University of Chicago

Bachelor of Arts, Political Science and Economics, Washington University in St. Louis

Professional Experience

MGT of America Consulting, LLC, *Director, 2019-Present*

Fiscal Choice Consulting, *Partner (Merged with MGT in 2019)*

Public Consulting Group, *Manager - Midwest*

MAXIMUS, Inc., *Financial Services Practice Director*

Professional Affiliations

CPA, State of Illinois, State of Maryland

CFA Society of Chicago (inactive)

Washington University in St. Louis – Chicago Regional Cabinet

Civic Federation of Chicago Board of Directors

Lecturer in Public Sector Financial Management at The University of Chicago

Client Service Highlights

Revenue Impact Study | Hillsborough County, FL

The County and its Library System retained MGT in 2021 to evaluate revenue options for financing the construction of 12 new libraries and the renovation of existing facilities. MGT assessed the feasibility of funding this $125 million program through the enactment of a Library Impact fee and/or use of existing revenue sources. MGT recommended not relying on an impact fee as it would not generate sufficient funds. Rather, by spreading out the County's construction timeframe, MGT concluded that the existing property tax millage rate would be sufficient to fund the library's capital plan

Streamlining Building Permit Processing | Metropolitan Government of Nashville and Davidson County, TN

JERRY WOLF, CPA

Director | Social Impact Solutions Group

Metro Nashville is in the midst of a building boom as construction value permits has increased four-fold in the last decade. Metro recognized the need to streamline permit processing across the six departments that review permits and inspect construction sites. MGT reviewed current processes and developed recommendations for increased staffing and funding. MGT is now assisting Metro in managing the implementation of the recommendations.

Merger Feasibility Study | DuPage County, IL
The DuPage County Board considered placing a referendum on the ballot to ask voters if the Board should merge two departments currently led by elected officials. The Board wanted to be able to advise voters of the potential for cost savings from a proposed merger. MGT reviewed the organization structure, current processes, and proposed merger plans to quantify savings estimates. Results were presented to the County Board.

Review of Rate Structure and Cost of Services | State of Colorado – Marijuana Enforcement Division
The State of Colorado issues over 15,000 licenses per year to growers, processors, retailers, and employees. The State charges license fees to support the cost of investigations and enforcement efforts. The division is to be self-supporting so that fee revenue offsets all of its operating expenses. In 2014, the State reduced fees but the division's fund balance was about to be depleted. MGT reviewed costs by type of license to develop recommendations for full cost recovery. MGT also developed a model so the division could estimate the impact of changes in revenues, expenses, and license volume on fund balance targets. MGT presented findings and recommendations to management and legislative stakeholders.

Analysis of Short-Term Rental Property Licensing | Metropolitan Government of Nashville and Davidson County, TN
On a per capita basis, Nashville has one of the highest concentrations of STRPs in the country. Nashville had enacted an STRP ordinance with a nominal annual permit fee, but the permit process involved several departments. Nashville asked MGT to review its current process and determine the cost of issuing permits. MGT found the cost was six times the current fee. Based on the MGT report, Metro Council increased its fee to achieve full cost recovery. In addition, MGT recommended that Nashville install an automated system to identify STRP rental properties and the days of rental. This system resulted in a ten-fold increase in annual hotel tax revenues.

Review of Reimbursement Rate Structure | Opportunities for Ohioans with Disabilities, OH
OOD works with over 100 providers who serve residents with various physical and occupational disabilities. OOD had no methodology for determining appropriate reimbursement rates. Each provider defined its services and negotiated its rates with OOD. As a result, there were over 3,000 separate reimbursement rates across the various services and providers. Mr. Wolf managed a project to implement a system of standard service definitions and market-based rates. This reduced the number of rates to about 100, permitting OOD to improve its capacity to plan services and manage its budget.

Increase Federal Reimbursements | Midwest State Health and Human Service Agencies
Mr. Wolf managed several similar projects for state human service agencies in Illinois, Michigan, and Wisconsin. The goal of the projects was to improve federal reimbursements for health and human service programs, including Medicaid, Medicare, Foster Care, and TANF. Over a 5-year period, these efforts resulted in additional revenue to these states of $2.5 billion.

Development of Centralized Grant Management System | City of Detroit, MI Emergency Manager
As Detroit reorganized its finances during bankruptcy, Mr. Wolf assisted the Emergency Manager in the development of a new approach to managing state and federal grants. This resulted in a centralized process to oversee eligibility, claiming, and reporting.

LISA NORMAN, CPA

Lead Financial Specialist | Social Impact Solutions Group



Ms. Norman joined MGT after 30 years of experience working with the State of Florida. She is an experienced project manager and has extensive experience with cost allocation, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200), and the supervision and conduct of State fiscal and programmatic audits. Her programmatic expertise includes Medicaid, public health, behavioral health, elder affairs, child welfare, including Title IV-E and subrecipient relationships, and insurance regulation.

Prior to joining MGT, Ms. Norman was an Audit Manager with the Florida Auditor General's Office. In this role, she oversaw audits of some of the State's most complex agencies, including the State's Medicaid agency and the Department of Children and Families. She was also responsible for the State's Single Audit, encompassing approximately $32 billion in Federal expenditures by the State's agencies, universities, and colleges. As part of her responsibilities for the Single Audit, she was responsible for researching the Federal Single Audit Act and related Federal regulations and ensuring that the regulations were closely followed throughout the audit.

Areas of Expertise

- Process review of cost allocation, accounting, and other business functions.
- Evaluation of internal controls, including policies and procedures
- Development of policies and procedures for the conduct of Single Audits
- Statewide Cost Allocation Plan (SWCAP) compliance
- Research, application, and evaluation of Federal law and Florida Statutes
- Utilization of data analytics to identify trends and anomalies
- Evaluation of trust and enterprise funds, including the appropriateness of the allocation of expenditures to those funds

Education

Certified Public Accountant, State of Florida

Bachelor of Science, Accounting, Florida State University

Bachelor of Science, Finance, Florida State University

Professional Experience

MGT of America Consulting, LLC, *Lead Financial Specialist, 2023-Present*

MGT of America Consulting, LLC, *Financial Specialist, 2022-2023*

State of Florida, Office of the Auditor General, *Audit Manager*

State Government Experience

Ms. Norman worked with the Florida Auditor General's Office for 30 years. In that time, she has developed processes and documents to respond to changes in auditing standards, spearheaded the Office's data analytics audit efforts, and provided training to internal and external groups on cost principles, Single Audit, and other topics. She was responsible for audits of the Agency for Health Care Administration (Florida's Medicaid agency), the Department of Health, the Department of Children and Families, and the Office of Insurance Regulation, among other agencies. These audits included evaluating whether the state agencies complied with applicable Florida statutes and administrative codes and whether the agencies were operating in an effective and efficient manner.

She also audited the State's data center cost allocation to help support the amounts included in the statewide cost allocation plan for the data center's internal service fund. Additionally, she oversaw the State's Single Audit which, in addition to the State's health and human services agencies, including work with Disaster Assistance Grants, Education programs, and the State's statewide cost allocation plan. Her work on the Single Audit included evaluating whether agencies complied with Federal regulations.

LISA NORMAN, CPA

Lead Financial Specialist | Social Impact Solutions Group

Non-Profit Experience

Ms. Norman also has experience with non-profit organizations providing child welfare and behavioral health services, including review of the cost allocation plans prepared by these organizations.

MGT Project Experience

Cost Allocation Consulting Services | Department of Health and Welfare (DHW), State of Idaho
Ms. Norman is serving as a technical advisor to DHW as it transitions to a new ERP and cost allocation system, continues to revise its cost allocation plan narrative, and develops various internal procedures aimed at improving efficiencies and compliance.

Cost Rate Study | Department of Social Services (DSS), State of Missouri
Ms. Norman is conducting an outdoor learning foster care rate study for DSS. The review included reviewing therapeutic and intervention program components and provide a written report with rate recommendations for the foster care program and a sibling camp.

Walton County Discretionary Sales Surtax Performance Audit | Office of Program Policy Analysis and Government Accountability, State of Florida
Ms. Norman led an audit team to perform a performance audit in accordance with generally accepted government auditing standards focusing on the County's development, construction, and operation of transportation systems, facilities, and other transportation-related services.

Franklin County School District Discretionary Sales Surtax Performance Audit | Office of Program Policy Analysis and Government Accountability, State of Florida
Ms. Norman led an audit team to perform a performance audit in accordance with generally accepted government auditing standards focusing on the School District's acquisition, construction, renovation, replacement, improvement, or equipping of school facilities and campuses; safety and security improvements; technology purchases; acquisition of school buses; and retirement of related debt.

ALAN PARKS

Senior Consultant | Social Impact Solutions Group



Mr. Parks has been performing governmental audits and cost-of-service studies since 2017. Over the past five years, he has developed a broad background in local government operations, with a primary focus on budget, finance, and accounting within state and local governments. He has worked with city, county, state, and special district government agencies on audits, cost analysis, cost accounting, and performance/financial audit projects. His experience includes local government agencies across North and South Carolina.

Areas of Expertise

- Government Cost Allocation Plans (2 CFR Part 200)
- Generally Accepted Government Auditing Standards (GAGAS)
- User Fee Studies
- Indirect Cost Rate Proposals
- Forensic Accounting
- Risk Assessment
- Bankruptcy Law
- Fraud Investigation
- Reporting of Written Findings & Recommendations
- Audit Planning & Procedures

Education

Master of Business Administration, Winthrop University

Bachelor of Science, Business Administration, University of South Carolina

Professional Experience

MGT of America Consulting, LLC, *Consultant, 2023-present*

MGT of America Consulting, LLC, *Consultant, 2022-2023*

Faulkner & Thompson, P.A., 2017 to 2022

Winthrop University, Graduate Associate, 2016

University of South Carolina, Various Positions, 2012-2015

Professional History

In February 2022, Mr. Parks joined MGT. Prior to joining MGT, he was a Senior Auditor with Faulkner & Thompson for five years, leading engagement activities on government financial audits, single audits, fraud investigations, and bankruptcy proceedings. In 2016 he was a Graduate Assistant overseeing facility operations while pursuing his MBA, leading trainings, assisting, and facilitating student programs and events. Mr. Parks also held a variety of positions as a Supervisor, Official and Student Sports Coordinator while attending the University of South Carolina in pursuit of his undergraduate business degree.

Client Service Highlights

Performance Review | Alva Fire Control and Rescue District

Mr. Parks conducted fieldwork related to an evaluation of the District's operations, including reviewing its goals and objectives, service deliveries, comparison of similar services provided by other districts, revenues and costs, and performance measures.

Performance Review | Fort Myers Beach Fire Control District

Mr. Parks conducted fieldwork related to an evaluation of the District's operations, including reviewing its goals and objectives, service deliveries, comparison of similar services provided by other districts, revenues and costs, and performance measures.

Operations Review | Orange County, North Carolina

ALAN PARKS

Senior Consultant | Social Impact Solutions Group

Mr. Parks interviewed the building and inspections department and supported the written report for the Orange County organizational review project that MGT is currently engaged in.

Franklin County School District Discretionary Sales Surtax Performance Audit | Office of Program Policy Analysis and Government Accountability, State of Florida

Mr. Parks conducted fieldwork related to the School District's acquisition, construction, renovation, replacement, improvement, or equipping of school facilities and campuses; safety and security improvements; technology purchases; acquisition of school buses; and retirement of related debt for a performance audit in accordance with generally accepted government auditing standards focusing on.

Walton County Discretionary Sales Surtax Performance Audit | Office of Program Policy Analysis and Government Accountability, State of Florida

Mr. Parks was an auditor on the team to perform a performance audit in accordance with generally accepted government auditing standards focusing on Walton County Transportation Services' efficiency and effectiveness, organizational structure, goals, objectives, performance measures, and alternative methods of delivery services.

County of Orange Registrar of Voters Performance Audit | Orange County, California

Mr. Parks was an auditor on the team to perform a performance audit in accordance with generally accepted government auditing standards focusing on the Registrar of Voters Department's accounting, budgeting, facilities management, human resources, information technology, and procurement functions. The team reviewed the working relationship between each function, the policies, procedures, and internal controls for each function, and the department's organizational structure.

Performance Audit | Texas Department of Family and Protective Services

Mr. Parks is leading an audit team to perform an efficiency and performance audit with government auditing standards for the Department of Family and Protective Services. The audit team is reviewing specific client outcomes to be audited to ensure the safety of children in placements and sufficient state capacity for foster care and kinship placements. As part of this engagement, the team is reviewing efficiency and utilization for funds, personnel, property, equipment, and space; determining inefficiencies and uneconomical practices; and aligning objectives and intended benefits with actual outcomes. Mr. Parks has been responsible for drafting findings and authoring recommendations, leading interviews, hosting of draft report meetings, and conducting exit conferences.

Financial Statement Audit | Chester County, South Carolina

Mr. Parks led an audit team to perform a financial statement audit in accordance with government auditing standards for Chester County, South Carolina. As part of the engagement, the audit team assisted the County in improving and implementing robust internal controls related to financial statement reporting. The team also identified fraudulent activity occurring within the County's Sheriff's Department. This activity was brought to the management's attention and the team assisted law enforcement's investigations into the matter.

Financial Statement Audit | City of Santee, South Carolina

Mr. Parks led an audit team to perform a financial statement audit in accordance with government auditing standards for the City of Santee, South Carolina. As part of the engagement, the audit team identified weaknesses in the City's reporting of water and sewer revenue and inter-fund activities. The audit team assisted the City in improving its recognition of water and sewer revenue and assisted the City in developing and maintaining better financial reporting of its inter-fund activities.

ROB TANNER

Director | Social Impact Solutions Group



Mr. Tanner has worked on projects for both private and public entities including higher education and public education where he served as an operations leader in Human Resources, Property Management, and Maintenance. Mr. Tanner joined MGT as the Director of Education Solutions, with a specific focus on school building condition and site assessments, transportation management, and continuity of operations as part of larger assessments for facility master planning. His previous background in facilities management and labor gives him a strong eye for facility needs and standards, facility maintenance, and facility management. His experience and comprehensive knowledge of labor laws and human resource practices give him the ability to advise and counsel management through employee relations issues, as well as with successful change management.

Areas of Expertise

- Building and condition facility assessments, maintenance, and management
- Project management for large complex organizations, processes, and projects
- Human Resources, Labor Management, Employee Relations, and Negotiations
- GIS analysis
- Enrollment projections and capacity and utilization analysis
- Continuity of Operations Plan development
- Process Improvement

Education

B.A., Union Leadership and Administration, National Labor College, Silver Springs, MD, 2009

Society for Human Resource Management Learning System, Bellarmine University, Louisville, KY, 2011

Journeyman Wireman, National Joint Apprenticeship and Training Committee, Louisville, KY, 2000

Professional Affiliations, Certifications, and Accreditation

Master Electrician license, Commonwealth of Kentucky, 2000 - Present

Board of Directors, Kentucky Labor-Management Conference, 2018 -2020

Board of Directors, Kentucky School Plant Management Association, 2016 – 2020

Sample of Relevant Project Experience

PK12

- Aiken County Public School (SC) | Facilities Optimization Study
- Brunswick County Schools (SC) | Enrollment Study
- Charlotte County Schools (FL) | Efficiency Study
- City of Lynchburg (VA) | Educational Strategic Plan
- Citrus County Schools (FL) | Facilities Master Plan
- Collierville Schools (TN) | Demographics Study
- Danville Public Schools (VA) | Boundary Study & Facilities Master Plan
- Elko County School District (NV) | Facility Master Plan
- Fresno Unified School District (CA) | Facilities Assessment
- Fulton County Schools (GA) | Facilities Master Plan
- Gwinnett County School District (GA) | Operational Review
- Indiana Department of Administration | Gary School Corporation Emergency Management Services, Communications
- Manchester School District (NH) | Facility Master Plan
- Metro Nashville Public Schools (TN) | Facility Master Plan
- Phoenix Union High School District (AZ) | Redistricting Services
- Portsmouth Public Schools (VA) | Rezoning Study
- Rochester City Public Schools (NY) | Redistricting Study
- Savannah-Chatham County Public Schools (GA) | Facilities Master Plan
- Shelby County Schools (TN) | Fiscal Impact Study
- South San Francisco Unified School District (CA) | Facilities Master Plan
- Wichita Public Schools (KS) | Enrollment and Demographics Study

Higher Education

- Cape Girardeau Community College (MO) | Needs Assessment
- California State University, San Marcos (CA) | Strategic Plan

ROB TANNER

Director | Social Impact Solutions Group

- Indianapolis Public Schools (IN) | Facilities Master Plan
- Jefferson Parish Public Schools (GA) | Facilities Master Plan Update
- Kent School District (WA) | Enrollment Projections and Boundary Analysis
- Coppin State University (MD) | Housing Study
- Stony Brook University (NY) | Housing Study
- Wayne State University (MI) | Strategic Plan

State Government

- Florida Department of Education | Instructional Continuity Plan Framework

Professional Background

MGT of America Consulting, LLC, *Director*, January 2020-Present
Executive Administrator, Property Management and Maintenance, Jefferson County Public Schools, 2015 – 2020
Adjunct Instructor, Work Force Solutions, Jefferson Technical and Community College, 2019 – Present
Director, Labor Management and Employee Relations, Jefferson County Public Schools, 2012 – 2015
Specialist, Labor Management and Employee Relations, Jefferson County Public Schools, 2011-2012
Business Representative International Brotherhood of Electrical Workers, 2007 – 2011
Project Manager, Marine Electric Company, 2000 – 2007

LORNE WOODS

Partner – K-12 Demographer & Regional Manager | Social Impact Solutions Group



Lorne Woods has been with Davis Demographics since 2007. He has assisted over 80 school districts in his time with Davis Demographics and works directly with school district personnel providing student enrollment forecasting services, creating open enrollment reports, custom mapping projects, phasing of residential development projects along with the online mapping and cloud-based applications of project information. In 2013, Lorne helped establish Davis Demographics' second office in Dallas. He manages a staff that support school districts throughout Texas and areas east of the Rocky Mountains.

Lorne is actively involved with the technical side of Davis Demographics' work, which involves GIS software use not only by Davis Demographics staff members, but also by school district personnel who choose to license Davis Demographics' exclusive GIS software programs. Lorne's goal is to help the new GIS user become comfortable working with the software, eventually leading personnel to become self-sufficient in daily GIS tasks. He is responsible for directing the technical support for Davis Demographics' many software clients, which includes hundreds of school district GIS software users spread across 35 states.

Member/Trainer

- A4LE / Association for Learning Environments
- SCAUG / South Central Arc Users Group
- AAG / American Association of Geographers & AAG – GeoMentor
- SchoolSite™ Planning Software
- ArcGIS® software products from ESRI

Education

Bachelor of Arts, Geography, California State University -San Bernardino, CA

Certificate, GIS and Certificate, Urban Planning, California State University - San Bernardino, CA

Sample of Relevant Project Experience

- Agua Fria UHSD (AZ)
- Charleston County SD (SC)
- Clay County Schools (FL)
- Coachella Valley USD (CA)
- Cobb County SD (GA)
- Concord School District (NM)
- Corpus Christi ISD (TX)
- Coweta County SD (GA)
- Crandall ISD (TX)
- Dalton City SD (GA)
- Eastern Carver County Schools (MN)
- Edgewood ISD (TX)
- Escondido USD (CA)
- Hawaii Department of Education (HI)
- Hernando County Schools (FL)
- Kuna SD (ID)
- Manchester SD (NH)
- Manheim Central SD (PA)
- Middleton SD (ID)
- Midland ISD (TX)
- New Albany Floyd County CSD (IN)
- New Hanover County Schools (NC)
- Oceanside USD (CA)
- Paulding County Schools (GA)
- Portland PS (ME)
- Plum Borough SD (PA)
- Red Oak ISD (TX)
- San Marcos USD (CA)
- Sarasota County (FL)
- South Bend Community School Corp. (IN)
- South Washington County SD (MN)
- United ISD (TX)
- Vail USD (AZ)
- Vista USD (CA)
- Warren County SD (PA)
- West Allegheny SD (PA)

RACHEL KING

Analyst | Social Impact Solutions Group



Ms. King is a highly effective Human Resources Professional with 6+ years of experience in devising and implementing HR procedures. She is experienced with both startups and corporate organizations. In prior positions, Ms. King has raised employee effectiveness by 18%, and training participation by 15%. At Edward Jones, she improved managerial performance by 23% and implemented a program to gain an increase of 32% in employee engagement and satisfaction. Ms. King is currently studying for her SHRM-CP Certification and the SHRM People Analytics Specialty Credential.

Areas of Expertise

- HRIS & ATS
- Benefits Administration
- Performance Management
- HR Strategy Creation & Execution
- Onboarding & Offboarding
- Training & Leadership Development
- Employee Relations Management
- Policy Development
- Project Management
- Compensation Management
- Employee Retention
- Employee Engagement & Satisfaction

Education

B.S., HR Management, Southern New Hampshire University, 2020

Professional Experience

cove.tool, HR Manager, May 2021 – March 2022

- Researched, recruited, staffed, onboarded, and trained new company hires according to the needs of department managers and company budget.
- Structured and implemented programs and policies in the areas of training, performance management, compensation structures, benefits packages, incentives, and new-employee orientation.
- Initiated and achieved Great Place to Work Certification, with an employee satisfaction score of 98% and management satisfaction score of 96%.
- Executed and validated bi-weekly gross to net pay calculations, ensuring the timely and accurate distribution of pay and deductions, in addition to administering the benefit programs to include enrollment, claims resolution, change reporting, and approving invoices for payment.
- Wrote employee manual covering company policies, disciplinary procedures, code of conduct, FMLA policy, and benefits information.
- Conducted special human resources studies in a variety of areas such as pay practices, turnover, and climate surveys, etc.

Edward Jones, HR Generalist, June 2019 – May 2021

- Executed critical HR processes, including compensation, performance management, talent acquisition, talent development, and workforce planning.
- Provided coaching and support to managers and employees on performance improvement plans, conflict resolution and career development.
- Developed procedure for improving organization and efficiency while creating, maintaining, and administering all personnel files and managing all documentation related to employment.
- Played a key role in employee conflict issues and assisted managers in mitigating conflicts promptly to fulfill and surpass company expectations.

RACHEL KING

Analyst | Social Impact Solutions Group

- Led the employee engagement initiative and developed and implemented a new employee engagement strategy, resulting in an increase of over 32% in overall employee engagement.

Edward Jones, Office Manager/Retirement Specialist, February 2016 – June 2019

- Explained retirement benefit plan policies, procedures, and legal requirements to eligible employees and beneficiaries.
- Conducted retirement and benefits-related calculations and analysis, including withdrawal of contributions, and deferred retirement.
- Served as a liaison between participants and the plan administrator, handling or facilitating requests for contribution adjustments, refunds, and other administrative changes.
- Ensured retirement plans were administered in accordance with company, state, and federal guidelines and regulations.

Relevant Project Experience

- Iowa Central Community College | Classification and Compensation Study
- Lapeer County | Classification and Compensation Study
- Livingston Community Health Authority | Classification and Compensation Study
- Livingston County | Classification and Compensation Study
- Sangamon County | Attorney Compensation Market Survey & Analysis
- County of York (SC) | Pay Grade, FLSA Review, & Job Description; Classification/Compensation Updates

AGENDA ITEM NO. 10.11

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Sole Source to Purchase Precision Concrete Cutting Services, SDMC No. 25-0002-MR, Continued Procurement with Vendor, Estimated in the Amount of $65,000.00 (Capital Funds)

Executive Summary
The District is seeking approval of a sole source agreement for precision horizontal cutting of concrete to remediate tripping hazardous district-wide as needed.

The requested approval is for the period of July 1, 2024, through June 30, 2025. Expenditures for the new contract period are expected to be in line with the current year's spending.

Historical expenditures are as follows:

Fiscal Year 2023-2024 year to date: $28,950.61
Fiscal Year 2022-2023: $56,906.29
Fiscal Year 2021-2022: $64,588.75

State Board Rule 6A-1.012(12)(d) states, “Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements."

Florida Statutes Section 1010.04(4) states, “Alternative procedures for purchasing – The State Board of Education may, by regulation, provide for alternative procedures for bidding or purchasing in cases in which the character of the item requested renders competitive bidding impractical."

The District has reviewed sole source information and has fully complied with all sole source requirements. Documentation is on file in the purchasing department.

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow.

The supplier is Precision Sidewalk Safety Corp, Ocala, FL, Florida Document No. P06000101332.

This item aligns with the District’s Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 4
Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of sole source to purchase precision concrete cutting services, SDMC No. 25-0002-MR, continued procurement with vendor, estimated in the amount of $65,000.00 (Capital Funds).

Financial Impact
The funding source for these annually estimated expenditures is Local Capital Improvement and is included in the Maintenance, Operations & Central Distribution Warehouse Department's proposed budget for 2024-2025.

Contact
Submitting Department: Maintenance, Operations & Central Distribution Warehouse
Initiated By: Todd Henson

Attachments:
25-0002-MR- PRECISION - LEGAL APPROVED

You are receiving this document because you have a role as a reviewer or signer in the execution process of the contract.

ROLES AND EXPECTATIONS

PROCESS PARTICIPANT	ROLE	EXPECTATION
Vendor (Contractor)	Signer	By signing, Vendor obligates himself/his company to the terms of the agreement.
Principal	Signer	For contracts initiated by the school, Principal signature is one of several signers that obligates the school site to the terms of the agreement.
Department Head	Reviewer	For contracts initiated by a department, the department head reviews for scope, term, deliverables, location of services, chart string.
Director, Purchasing	Signer/Reviewer	Review configuration of signature blocks, grammar, blank spaces, term, termination, renewal, payment terms, parties involved.
Chief Operations Officer	Reviewer	Review for awareness on contracts initiated by a department under the purview of the COO; by signing the routing sheet, confirms the contract is necessary and appropriate.
Chief Technology Officer	Reviewer	Review for awareness on any contract with a technology component (hardware or software) ; by signing the routing sheet, confirms the contract is necessary and appropriate.
Director, Budget	Reviewer	Review the specified chart string to ensure funds are available to meet the District's financial obligation of the contract.
Director, Finance	Reviewer	Review for awareness-especially lease agreements
General Counsel-Legal	Signer	By signing, approves to form only. These are contract forms approved by Legal on 11.9.2023.
Deputy Business Services	Reviewer	Review for awareness
Executive Director, Elementary, Middle, High School	Reviewer	Review for awareness on contract initiated by a school under the purview of the ED.
Deputy Superintendent (Operations or Curriculum)	Signer	For contracts under $25,000.00 Deputy signature obligates the District to the terms of the agreement; for contracts over $24,999.99, by signing, the Deputy confirms the contract is necessary and appropriate.
Board	Signer	For contracts $50,000.00 and over, Board signature obligates the District to the terms of the agreement as approved by the entire Board.
Superintendent	Signer	For contracts under $50,000.00 Superintendent signature obligates the District to the terms of the agreement; for contracts over $49,999.99, by signing, the Superintendent confirms the contract is necessary and appropriate.

Contract Description	25-0002-MR - SOLE SOURCE TO PURCHASE PRECISION CONCRETE CUTTING SERVICES						
Contract Originator	MAINTENANCE - TODD HENSON - RUTH GRUETT/ MELODY RYAN						
Date Initiated:	2/27/2024						
Contract Start:	7/1/2024	Contract End:	6/30/2025				
Board Meeting:	3/19/2024	Not to Exceed:	EST $65,000.00 - PEAK 2024-228				
Vendor Name	PRECISION SIDEWALK SAFETY CORP.						
Vendor Email							
Vendor coming on Campus? IF YES, WILL NEED TO FILL THE JLA FORM	YES						
Chart String:	GL Unit	SDMC1	Fund	37024	Function	74010	
	Object	468201	Cost Center	9512	Program	30001	

Approver/Signer	Comments	Digital Signature
Principal or Dept Head		
Grants Manager		
Director, Purchasing		Ruth Gruett (Feb 28, 2024 08:28 EST)
Chief Operations Officer		
Chief Technology Office		
Director, Budget		
Director, Finance		
General Counsel-Legal		Pamela D'Agostino
Deputy Superintendent - Business and Finance - Chief Financial Office		
Executive Director, High School, Elementary and/or Middle Schools		
Deputy Superintendent		
Board		Sign on Contract
Superintendent		Sign on Contract

PLEASE FILL APPLICABLE HIGHLIGHTED SPACES, AND FORWARD TO CONTRACTS@MANATEESCHOOLS.NET FOR ROUTING.

CONTRACT REVISED 1/17/2024 10/11/2023

ADDITIONAL COMMENTS:

Melody Ryan

SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
AGREEMENT FOR CONTRACTUAL SERVICES

FUNDING SOURCE Budgeted, Federal, Grant, Internal	NAME OF SCHOOL/DEPT.	DISTRICT REPRESENTATIVE
BUDGETED	MAINTENANCE AND OPERATIONS	25-0002-MR

Less than $15,000.00	$15,000-$24,999.00	$25,000 - $49,999.99	$50,000 & OVER
Director, Purchasing	Principal, Legal, Deputy Superintendent	Principal, Legal, Deputy Superintendent, & Superintendent	Principal, Legal, Deputy Superintendent, Superintendent & Board Approval

This Agreement entered into this 1ST day of JULY, 2024, (Agreement Date) by and between The School District of Manatee County, Florida, a political subdivision of the State of Florida, (District) and PRECISION SIDEWALK SAFETY CORPORATION (Contractor).

CONTRACTOR: The individuals listed above and below shall serve as the respective representatives for Contractor and District and are hereby authorized to administer this Agreement on behalf of the respective party.

Business Name: PRECISION SIDEWALK SAFETY CORPORATION		
Representative: WENDY MACMURRAY	Position: CEO	
Address: 1202 SW 17 STREET, #201-122		
City: OCALA	State: FL	Zip: 34471
Phone: 877-799-6783 X503	Email: WENDY@PRECISIONSIDEWALKSAFETY.COM	
District Employee: Yes ( ) No (•) Former ( ) Date employment ended if former:		

SCOPE OF WORK:

Contractor shall provide service(s) according to the terms and conditions set forth in this Agreement. The service(s) to be provided by Contractor is/are: {if attached indicate name of attachment}

HORIZONTAL CONCRETE CUTTING TO REMEDIATE TRIPPING HAZARDS DISTRICTWIDE

And shall be performed at the following location(s): DISTRICT WIDE

Date(s) of Service(s): 7/1/2024 to 6/30/2025

Time(s)/Duration: am/pm to am/pm

LIMIT OF COMPENSATION:

The District has authorized an amount not to exceed $ EST. $65,000.00 which shall constitute the maximum amount due under this Agreement to the Contractor for service(s) rendered under section two. Agreements exceeding $50,000.00 must be specifically approved by the School Board of Manatee County, Florida.

PAYMENT:

Payment for services shall be (mark one)

( ) flat fee of $.

(X) rate of $ per unit where the unit of measure is attached rate structure .

Payment shall be according to Sections 218.70-218.80, Florida Statutes (LOCAL GOVERNMENT PROMPT PAYMENT ACT). Payments shall be issued only in the name of Contractor. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.

To be paid from budget line: 9512.37024.74010.468201

TERMS AND CONDITIONS:

1. **COMPLIANCE WITH JESSICA LUNSFORD ACT: C**ontractor and their subcontractors shall comply with the Jessica Lunsford Act (JLA). Contractor/subcontractor shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Contractor, Contractor's personnel and subcontractors who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Contractor hereby indemnifies and holds harmless the District for any claims made against the District related to the failure of Contractor or Contractor's personnel or subcontractors to comply with any of the laws referenced in this paragraph or related to Contractor's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

   For information on JLA, requirements visit http://www.manateeschools.net/jessicalunsford. The Contractor information sheet, addendum A, must be completed and returned with the signed contract where the contractor is performing services on any District property.

2. **CHILD NEGLECT:** The Contractor and its agents and employees shall be subject to the requirements of §39.201, Florida Statutes, that requires the duty to report all actual or suspected cases of child abuse, abandonment or neglect to the statewide toll-free telephone number of the central abuse hotline.

3. **INDEMNIFICATION:** Contractor shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by the Contractor, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement. Notwithstanding anything contained herein to the contrary, if any provision of this Agreement or its incorporated exhibits obligates the District to indemnify the Contractor, District's obligation to indemnify the Contractor shall only be to the extent permitted by law and subject to the applicable limitations set forth in Section 768.28, Florida Statues.

4. **INSURANCE:** The Contractor shall furnish the School District of Manatee County with proof of:

   (1) Statutory Limits of Worker's Compensation in compliance with Chapter 440, Florida Statute, if required.
   (2) Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence.
   (3) a. Automobile Liability Insurance in an amount equal to or greater than $1,000,000.00 per person.
   b. Automobile Liability Insurance equal to or greater than $1,000,000.00 per occurrence for property damage or $1,000,000.00 combined single limit.
   (4) Contractual Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence. Policy must include endorsement for indemnification in the event third party damages are sought against the School District.
   (5) Completed Operations Endorsement equal to or greater than $1,000,000.00 per occurrence.
   (6) Independent Contractors Endorsement in an amount equal to or greater than $1,000,000.00 per occurrence.

   Certificate(s) of Insurance listing The School District of Manatee County, Florida, as an additional insured must be received by District's Risk Manager within 10 days after the Effective Date of this Agreement. Any policy shall include substantially the following provision: The School District of Manatee County, Florida, shall be furnished written notice 30 days in advance of the effective date of any reduction in or cancellation of this policy." Contractor shall immediately notify District upon lapse in coverages required by this Agreement or cancellation of any of the insurance policies. Contractor shall not provide any services under this Agreement during any such period of lapse or after cancellation of the insurance coverages required herein without the express written permission of the District's Risk Manager. District shall be under no obligation to pay Contractor for any services provided or for any costs associated with this Agreement for any period of time concurrent with any lapse in coverage.

5. **SOVEREIGN IMMUNITY**: Contractor acknowledges and agrees that the District does not waive its immunity and nothing herein, including the naming of the District as an additional insured, shall be interpreted or deemed as a waiver of the District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by the District.

6. **THIRD PARTY BENEFICIARIES:** The parties to this Agreement do not intend that this Agreement benefit any third party, and nothing herein should be construed as consent by either party to be sued by third parties in any matter arising out of this Agreement.

7. **ACCESS TO AND RETENTION OF DOCUMENTATION:** The District, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Contractor which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records, and records required under any state or federal rules, regulations or laws respecting audit, for a period of five District fiscal years after completion or termination of this Agreement.

8. **COMPLIANCE WITH THE PUBLIC RECORDS ACT:** By entering into this Agreement, Contractor acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Contractor is performing services on behalf of District, Contractor shall:

   a. Keep and maintain public records required by District to perform pursuant to the Agreement.

   b. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost

provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Contractor does not transfer the records to District.

d. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Contractor or keep and maintain public records required by District to perform the service. If Contractor transfers all public records to District upon completion of this Agreement, Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Contractor keeps and maintains public records upon completion of this Agreement, Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 941-708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET, 215 MANATEE AVENUE WEST, BRADENTON, FLORIDA, 34205.

9. **TERMINATION FOR CAUSE:** Either Party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching Party must provide written notice of the material breach and a thirty (30) day cure period. Payments made to Contractors or recoveries by The District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by the Contractor to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Contractor in conjunction with this Agreement.

10. **TERMINATION FOR CONVENIENCE:** This Agreement may be terminated by the District or Contractor for any lawful reason or for no reason by giving the other party no less than 30 days written notice of intent to terminate. Contractor shall be entitled to payment and profit for work completed to the time of termination only together with any costs reasonably incurred by Contractor that are directly attributable to the termination, but Contractor shall not be entitled to any other or further recovery against District, including anticipated fees, profit on work not required to be performed, or attorneys' or legal fees and costs.

11. **ENTIRE AGREEMENT:** This Agreement and its Exhibits, if any, constitute the final and entire agreement between the parties with respect to the subject matter contained herein and are intended to be an integration of all prior negotiations and understandings. The Agreement and its Exhibits supersede all prior agreements, negotiations, understandings, and representations, whether written or oral. Consultant and District shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein. This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument.

12. **AMENDMENTS:** This Agreement may not be amended, canceled, changed, discharged, modified, rescinded, supplemented, or terminated other than as expressly provided herein, except by any instrument in writing executed by all parties hereto.

13. **WAIVER**: The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

14. **GOVERNING LAW**: This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. Venue for resolution of all disputes, whether by mediation, arbitration, or litigation shall lie in Manatee County, Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted exclusively to the jurisdiction of the state courts of the Twelfth Judicial Circuit of Manatee County, Florida. The parties forever waive the right to trial by jury for all litigation between the parties arising out of or related to this Agreement. The parties agree to have any such dispute settled by a judge alone, without a jury.

15. **BINDING EFFECT:** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and permitted assigns.

16. **ASSIGNABILITY:** The parties may not assign this Agreement or any right or obligation of this Agreement without prior written consent of the other party.

17. **FORCE MAJEURE:** The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. If the Force Majeure persists more than 90 days, any party may elect to terminate this Agreement upon written notice per paragraph 10, Termination for Convenience.

18. **SEVERABILITY:** If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

19. **NOTICE; ELECTRONIC COMMUNICATIONS:** Any and all notices, approvals, claims, consents, demands, requests, or other communications between the parties (Notices) shall be in writing. All Notices pertaining to breach or termination or to designate a different recipient or address for notice shall be given by hand-delivery in person or sent by certified mail, postage prepaid, return receipt requested, and addressed as follows:

If to Contractor:	Name of firm, Contact Name, Address PRECISION SIDEWALK SAFETY CORP. 1202 SW 17 STREET, #201-122 OCALA, FL 34471
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

All other Notices shall be hand delivered, sent by certified or registered mail, return receipt requested, sent by facsimile, or sent by electronic mail or other electronic means and addressed to the respective representatives at the addresses they respectively designate. All Notices shall be deemed effective and received upon actual receipt by the party to which such notice is given if hand delivered, sent by facsimile, electronic mail or other electronic means or 5 days after mailing, whichever occurs first.

20. **AUTHORITY TO EXECUTE:** The individual executing this Agreement on behalf of the Contractor is duly and fully authorized to execute this Agreement on behalf of the Contractor and to bind the Contractor to each and every condition and covenant of the Agreement.

21. **INDEPENDENT CONTRACTOR:** Contractor is an independent contractor and District has no supervisory authority or control over Contractor or Contractor's employees in the performance of this Agreement. Neither Contractor nor Contractor's employees shall be deemed agents or employees of District and any representation to the contrary by Contractor or its employees shall constitute a violation of this Agreement and shall be grounds for immediate Termination for Cause. Contractor shall not employ, contract with, or otherwise use the services of any officer or employee of District. Contractor certifies that its owner(s), officers, directors or agents, and members of their Immediate family, do not have an employee relationship or other material Interest with District.

22. **STANDARDS OF CONDUCT:** Contractor will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Contractor's employees and employees of Contractor's subcontractors.

23. **COMPLIANCE WITH REGULATIONS:** Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Contractor will in no way be a cause for relief from responsibility. Contractor shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Contractor must not be in violation of any zoning or other ordinances in the performance of this Agreement.

24. **SCHOOL DISTRICT POLICY:** In accordance with District policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

25. **SAFETY STANDARDS**: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

26. **TAX EXEMPTIONS:** When purchasing directly from a supplier the District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

27. **POSSESSION OF FIREARMS:** Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Contractor, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Contractor and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the meaning given in Section 790.001, Florida Statutes.

28. **CRIMINAL ACTS:** Employment and performing work relative to the Agreement by the Contractor, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Contractor agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Contractor does not comply with this provision.

29. **POSSESSION/USE/UNDER THE INFLUENCES OF MIND-ALTERING SUBSTANCES:** Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Contractor's employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Contractor. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

30. **CONTACT WITH STUDENTS:** Unless otherwise specified, Contractor will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement to have direct or indirect contact with students while performing pursuant to this Agreement on District property. A violation of this provision shall result in immediate

termination of the offender and the issuance of a trespass notice from District. Contractor shall be responsible for insuring compliance by all employees, independent contractors, subcontractors or other persons involved in any manner with work pursuant to this Agreement.

31. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

32. **INVOICE REQUIREMENTS:** The invoice shall contain the following basic information: the Contractor's name and address, invoice number, date of invoice, description of the service performed, the contract number, purchase order number, and any discounts. The invoice shall be in detail sufficient for a proper pre-audit and post audit thereof. Each bill or invoice must properly identify the services, portion of services, and expenses for which compensation is sought.

33. **PAYMENT:** The District complies with the Local Government Prompt Payment Act (sections 218.70-218.80, Florida Statutes). Unless otherwise required by the Local Government Prompt Payment Act, invoice payment is Net 45 days from the date of delivery or the receipt of satisfactory invoice, whichever occurs last, unless invoices specify early payment discounts.

34. **EMPLOYMENT ELIGIBILITY VERIFICATION ("E-VERIFY"):** By entering into this Agreement with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning July 1, 2023, a private employer with 25 or more employees shall use the E-Verify system to verify a new employee's employment eligibility, located at https://e-verify.uscis.gov/emp. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

    The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

    The Contractor will require all Subcontractors who work on this contract to use the E-Verify System for any subcontracted employees hired during this contract. The Contractor will verify Subcontractor's compliance with an affidavit stating whether the Subcontractor uses the E-Verify System as evidenced by Subcontractor's E-Verify System Number or that the Subcontractor is not an unauthorized alien and does not employ, contract with or subcontract with unauthorized aliens defined by this statute. The Contractor will maintain and provide the Subcontractor's affidavits to the School District on request during this contract.

    Termination: With good faith belief that the Contractor knowingly violated this section, the School District will terminate the contract. Further, with good faith believe that the Subcontractor knowingly violated this section, the School District will promptly notify the Contractor and the Contractor will immediately terminate the Contractor's contract with the Subcontractor. A contract terminated for noncompliance with E-Verify is not a breach of contract and may not be considered as such.

    To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

    CONTRACTOR E-VERIFY NUMBER: 1642516

35. **Certification Regarding Scrutinized Activities:** Section 287.135(2)(a), Florida Statutes, prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of any amount if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, Florida Statutes, or is engaged in a boycott of Israel. Section 287.135(2)(b), Florida Statutes, further prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of one million dollars or more if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in Iran Terrorism Sectors List, created pursuant to Section 215.473, Florida Statutes, or the company is engaged in business operations in Cuba or Syria. Entering into this Agreement constitutes certification by Contractor that it is not listed on any of the following: (a) the Scrutinized Companies that Boycott Israel List, (b) Scrutinized Companies with Activities in Sudan List, or (c) the Scrutinized Companies with Activities in Iran Terrorism Sectors List. Contractor further certifies that it is not engaged in a boycott of Israel or engaged in business operations in Cuba or Syria. Contractor acknowledges that pursuant to Section 287.135, Florida Statutes, the submission of a false certification may subject it to civil penalties, attorney's fees, and/or costs. Contractor further understands that this Agreement with District for goods or services of any amount may be terminated at District's option if Contractor (a) is found to have submitted a false certification, (b) has been placed on the Scrutinized Companies with Activities in Sudan List, (c) has been engaged in business operations in Cuba or Syria, (d) has been placed on a list created pursuant to Section 215.473, Florida Statutes, relating to scrutinized active business operations in Iran, (e) has been placed on the Scrutinized Companies that Boycott Israel List, or (f) is engaged in a boycott of Israel.

36. **LEGAL FEES AND COSTS:** Each party shall be solely responsible for paying its attorneys' fees and costs and paralegals' fees and costs in any dispute, litigation, trial, appeal, bankruptcy proceedings, post-judgment proceeding, dispute resolution proceeding, settlement negotiation or pre-litigation negotiation, or otherwise arising under this Agreement.

37. **TIME OF THE ESSENCE:** Time is of the essence with regard to all dates and times set forth in this Agreement. Any reference herein to time periods of 7 days or less shall, in the computation thereof, exclude Saturdays, Sundays, and legal holidays under the laws of the State of Florida or the United States of America. Any time period

provided for herein which shall end on a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America, shall extend to 5 P.M. of the next day that is not a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America. All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time. The term "day" as used herein shall in all cases mean a consecutive 24-hour day running from midnight to midnight (also known as a calendar day).

38. **FEDERAL GRANTS TERMS AND CONDITIONS:** When Federal funds are expended by the District, Contractor shall comply with all applicable provisions of Appendix II Part 200 Contract Provisions for non-Federal Entity Contracts Under Federal Awards contained in Exhibit B and as may be amended from time to time.

39. **RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS 2 CFR §200.334:** When federal funds are expended in accordance with this Agreement, Contractor certifies that Contractor will comply with the record retention requirements detailed in 2 CFR §200.334. Contractor further certifies that Contractor will retain all records as required by 2 CFR §200.334 for a period of three years after final expenditure or financial reports, as applicable, and all other pending matters are closed.

40. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A – Contractor Information Form

Exhibit B - Appendix II to Part 200

In the event of a conflict between the terms and conditions provided in the body of this Agreement and any Exhibit, the provisions contained within the body of this Agreement shall prevail unless the term or provision in the Exhibit specifically states that it shall prevail.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

SIGNATURES:

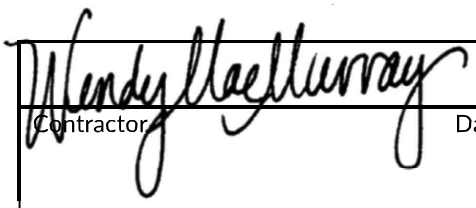
 22 Feb 2024			
Contractor	Date	Deputy Superintendent (up to $24,999.99)	Date
School Principal	Date	Superintendent (no greater than $49,999.99)	Date
Pamela D'Agostino 2/28/2024			
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $49,999.99)	Date

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: PRECISION SIDEWALK SAFTY CORP

TELEPHONE NUMBER: 877-799-6783

LIST EMPLOYEE(s) THAT WILL BE DOING WORK FOR THE SCHOOL DISTRICT OF MANATEE COUNTY: Please print clearly and duplicate form as needed. Please list badge expiration for all employees who currently have a contractor's badge. If a designated employee does not have a contractor's badge, indicate their Appointment Date and Time for fingerprinting.

Please reference the District website for JLA requirements: https://www.manateeschools.net/

Page/6689

Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time
CURTIS, JAMES	2/26/2026	
FALCON, JARED	4/22/2026	
FALCON, LEE	6/2/2027	
EDWARDS, STEVEN	6/7/2027	

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

EXHIBIT B

Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

Title 2 —Grants and Agreements
Subtitle A —Office of Management and Budget Guidance for Grants and Agreements
Chapter II —Office of Management and Budget Guidance
Part 200 —Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Source: 85 FR 49543, Aug. 13, 2020, unless otherwise noted.
Source: 85 FR 49539, Aug. 13, 2020, unless otherwise noted.
Authority: 31 U.S.C. 503
Source: 78 FR 78608, Dec. 26, 2013, unless otherwise noted.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non- Federal entity under the Federal award must contain provisions covering the following, as applicable.

A. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

B. All contracts in excess of $10,000 must address termination for cause and for convenience by the non- Federal entity including the manner by which it will be effected and the basis for settlement.

C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964–1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

D. Davis-Bacon Act, as amended (40 U.S.C. 3141–3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non- Federal entity must report all suspected or reported violations to the Federal awarding agency.

E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701–3708). Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

G. Clean Air Act (42 U.S.C. 7401–7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251–1387), as amended—Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401–7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251–1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

H. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

I. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

J. 200.323 Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.
(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

(2) Extend or renew a contract to procure or obtain; or

(3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

(i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

(ii) Telecommunications or video surveillance services provided by such entities or using such equipment.

(iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(b) In implementing the prohibition under Public Law 115–232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained.

(c) See Public Law 115–232, section 889 for additional information.

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.
(a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

(b) For purposes of this section:

(1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

(2) "Manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

M. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964– 1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."200.322 Domestic preferences for procurements.

PRECISION SIDEWALK SAFETY
Trip Hazard Removal Specialists

SIDEWALK TRIP HAZARD REMOVAL

Price Proposal

February 14, 2024

School District of Manatee County • Bradenton, FL

- Ms. Melody Ryan, Buyer, Purchasing

CONTRACT QUOTE			
ITEM	**DESCRIPTION**	**UNIT PRICE**	**TOTAL COST**
1	Deliver inch-feet units (project quantity determined by the School District of Manatee County) of sidewalk trip hazard repairs that PSSC can make. Identify, measure, mark, repair and clean up trip hazards measuring ¼" to 2" high using a slope of 1:12. Repairs to be completed in the order directed by the Maintenance and Operations Department. School District of Manatee County does not require an estimate in advance.	$46.50	

NOTES

1. Inch-feet is a measure of the average height (in 8ths of an inch) multiplied by the width of each hazard (in feet).
2. Price per inch-foot, based on sole source contracting, is $46.50 for a 1:12 slope without prior estimate, $51 if an estimate is required in advance.
3. Each proposal provides a price which will not be exceeded given the scope of work specified. Once on site, PSSC may not complete a repair(s) because; 1. a hazard's actual measurement at the time of repair exceeds approved customer specifications, and/or 2. in the crew leader's judgement, our repair attempt would cause further damage to the concrete slab or be insufficient to satisfactorily remove the existing hazard and/or mitigate its potential liability. Such excluded hazards, if any, will be left "as found" and will require customer's alternative remedy. PSSC repairs only those uneven sidewalks specifically requested by you, our customer, and therefore makes no guarantee that the property is free of uneven sidewalk hazards or other trip hazards. After the project is completed, new trip hazards will occur or reoccur due to tree roots, water, settling, and other natural and man-made causes outside of PSSC's control. Upon completion of the project, PSSC is not liable for any related claims, losses, or damages. PSSC will not be held responsible for cracks or defects in poured concrete that may exist due to materials or methods used by original installer.
4. Work will not commence until a purchase order is received by PSSC.

TOTAL	

THE INFORMATION IN THIS PROPOSAL IS CONFIDENTIAL

It is to be used only by the intended recipient and Precision Sidewalk Safety Corp in evaluating the project.
Any copying or unauthorized disclosure of this information is prohibited.

AGENDA ITEM NO. 10.12

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Sole Source to Purchase Soundproofing Acoustical Panels with Related Services, SDMC No. 25-0003-MR, Continued Procurement with Vendor, Estimated in the Amount of $300,000.00 (Capital Funds)

Executive Summary
Acoustical panels are needed in schools to replace outdated/damaged panels and add new panels for soundproofing and noise reduction. New England Soundproofing has one factory-licensed reseller for the State of Florida. Sonic Shield offers consultant services for soundproofing and handles the installation. Sonic offers a 10% discount on materials and labor. Soundproofing is needed in the testing and evaluation rooms at the Harllee Center.

The requested approval is for the period of July 1, 2024, through June 30, 2025. Expenditures for the new contract period are expected to be in line with the current year's spending.

Historical expenditures are as follows:
Fiscal Year 2023-2024 year to date: $334,946.64
Fiscal Year 2022-2023: $72,764.36
Fiscal Year 2021-2022: $20,952.04

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow. State Board Rule 6A-1.012(12)(d) states, “Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements."

Florida Statutes Section 1010.04(4) states, “Alternative procedures for purchasing – The State Board of Education may, by regulation, provide for alternative procedures for bidding or purchasing in cases in which the character of the item requested renders competitive bidding impractical."

The district has reviewed sole source information and has fully complied with all sole source requirements. Documentation is on file in the purchasing department.

The supplier is Sonic Shield, Port Richey, FL, Florida Document No. F19000000190.

This item aligns with the District’s Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 4
Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of sole source to purchase soundproofing acoustical panels with related services, SDMC No. 25-0003-MR, continued procurement with vendor, estimated in the amount of $300,000.00 (Capital Funds).

Financial Impact
The funding source for this annually estimated expenditure is Local Capital Improvement and is included in the Maintenance, Operations & Central Distribution Warehouse Department proposed budget for 2024-2025.

Contact
Submitting Department: Maintenance, Operations & Central Distribution Warehouse
Initiated By: Todd Henson

Attachments:
25-0003-MR - SONIC SHIELD - LEGAL APPROVED

You are receiving this document because you have a role as a reviewer or signer in the execution process of the contract.

ROLES AND EXPECTATIONS

PROCESS PARTICIPANT	ROLE	EXPECTATION
Vendor (Contractor)	Signer	By signing, Vendor obligates himself/his company to the terms of the agreement.
Principal	Signer	For contracts initiated by the school, Principal signature is one of several signers that obligates the school site to the terms of the agreement.
Department Head	Reviewer	For contracts initiated by a department, the department head reviews for scope, term, deliverables, location of services, chart string.
Director, Purchasing	Signer/Reviewer	Review configuration of signature blocks, grammar, blank spaces, term, termination, renewal, payment terms, parties involved.
Chief Operations Officer	Reviewer	Review for awareness on contracts initiated by a department under the purview of the COO; by signing the routing sheet, confirms the contract is necessary and appropriate.
Chief Technology Officer	Reviewer	Review for awareness on any contract with a technology component (hardware or software) ; by signing the routing sheet, confirms the contract is necessary and appropriate.
Director, Budget	Reviewer	Review the specified chart string to ensure funds are available to meet the District's financial obligation of the contract.
Director, Finance	Reviewer	Review for awareness-especially lease agreements
General Counsel-Legal	Signer	By signing, approves to form only. These are contract forms approved by Legal on 11.9.2023.
Deputy Business Services	Reviewer	Review for awareness
Executive Director, Elementary, Middle, High School	Reviewer	Review for awareness on contract initiated by a school under the purview of the ED.
Deputy Superintendent (Operations or Curriculum)	Signer	For contracts under $25,000.00 Deputy signature obligates the District to the terms of the agreement; for contracts over $24,999.99, by signing, the Deputy confirms the contract is necessary and appropriate.
Board	Signer	For contracts $50,000.00 and over, Board signature obligates the District to the terms of the agreement as approved by the entire Board.
Superintendent	Signer	For contracts under $50,000.00 Superintendent signature obligates the District to the terms of the agreement; for contracts over $49,999.99, by signing, the Superintendent confirms the contract is necessary and appropriate.

Contract Description	25-0003-MR SOUNDPROOFING WITH NEW ENGLAND SOUNDPROOFING ACCOUSTICAL PANELS					
Contract Originator	MAINTENANCE- TODD HENSON - RUTH GRUETT/MELODY RYAN					
Date Initiated:	2/14/2024					
Contract Start:	7/1/2024	Contract End:	6/30/2025			
Board Meeting:	3/19/2024	Not to Exceed:	ESTIMATED $300,000.00			
Vendor Name	SONIC SHEILD					
Vendor Email						
Vendor coming on Campus? IF YES, WILL NEED TO FILL THE JLA FORM	YES					
Chart String:	GL Unit	sdmc1	Fund	37024	Function	74000
	Object	468201	Cost Center	9512	Program	30001

Approver/Signer	Comments	Digital Signature
Principal or Dept Head		
Grants Manager		
Director, Purchasing		Ruth Gruett (Feb 21, 2024 14:39 EST)
Chief Operations Officer		
Chief Technology Office		
Director, Budget		
Director, Finance		
General Counsel-Legal		Pamela D'Agostino
Deputy Superintendent - Business and Finance - Chief Financial Office		
Executive Director, High School, Elementary and/or Middle Schools		
Deputy Superintendent		
Board		Sign on Contract
Superintendent		Sign on Contract

PLEASE FILL APPLICABLE HIGHLIGHTED SPACES, AND FORWARD TO CONTRACTS@MANATEESCHOOLS.NET FOR ROUTING.

CONTRACT REVISED 1/17/2024 10/11/2023

ADDITIONAL COMMENTS: Melody Ryan

SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
AGREEMENT FOR CONTRACTUAL SERVICES

FUNDING SOURCE Budgeted, Federal, Grant, Internal	NAME OF SCHOOL/DEPT.	DISTRICT REPRESENTATIVE
BUDGETED	MAINTENANCE AND OPERATIONS	25-0003-MR

Less than $15,000.00	$15,000-$24,999.00	$25,000 - $49,999.99	$50,000 & OVER
Director, Purchasing	Principal, Legal, Deputy Superintendent	Principal, Legal, Deputy Superintendent, & Superintendent	Principal, Legal, Deputy Superintendent, Superintendent & Board Approval

This Agreement entered into this 1st day of JULY, 20 24 (Agreement Date) by and between The School District of Manatee County, Florida, a political subdivision of the State of Florida, (District) and SONIC SHIELD (Contractor).

CONTRACTOR: The individuals listed above and below shall serve as the respective representatives for Contractor and District and are hereby authorized to administer this Agreement on behalf of the respective party.

Business Name: SONIC SHIELD		
Representative: RICH MELTON	Position: SENIOR PROJECT MANAGER	
Address: 7921 CONGRESS STREET		
City: PORT RICHEY	State: FL	Zip: 34666
Phone: 888-769-0766	Email: RICH.MELTON@SONIC-SHIELD.COM	
District Employee: Yes ( ) No (•) Former ( ) Date employment ended if former:		

SCOPE OF WORK:

Contractor shall provide service(s) according to the terms and conditions set forth in this Agreement. The service(s) to be provided by Contractor is/are: {if attached indicate name of attachment}

CONSULTANT AND INSTALL SERVICES FOR SOUNDPROOFING WITH NEW ENGLAND SOUNDPROOFING ACCOUSTICAL PANELS

And shall be performed at the following location(s): DISTRICTWIDE

Date(s) of Service(s): 7/1/2024 to 6/30/2025

Time(s)/Duration: am/pm to am/pm

LIMIT OF COMPENSATION:

The District has authorized an amount not to exceed $ EST $300,000.00 , which shall constitute the maximum amount due under this Agreement to the Contractor for service(s) rendered under section two. Agreements exceeding $50,000.00 must be specifically approved by the School Board of Manatee County, Florida.

PAYMENT:

Payment for services shall be (mark one)

(•) flat fee of $. Per Job Quoted

( ) rate of $ per unit where the unit of measure is

Payment shall be according to Sections 218.70-218.80, Florida Statutes (LOCAL GOVERNMENT PROMPT PAYMENT ACT). Payments shall be issued only in the name of Contractor. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.

To be paid from budget line: 37024-74000-468201-9512-30001

TERMS AND CONDITIONS:

1. **COMPLIANCE WITH JESSICA LUNSFORD ACT:** Contractor and their subcontractors shall comply with the Jessica Lunsford Act (JLA). Contractor/subcontractor shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Contractor, Contractor's personnel and subcontractors who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Contractor hereby indemnifies and holds harmless the District for any claims made against the District related to the failure of Contractor or Contractor's personnel or subcontractors to comply with any of the laws referenced in this paragraph or related to Contractor's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

   For information on JLA, requirements visit http://www.manateeschools.net/jessicalunsford. The Contractor information sheet, addendum A, must be completed and returned with the signed contract where the contractor is performing services on any District property.

2. **CHILD NEGLECT:** The Contractor and its agents and employees shall be subject to the requirements of §39.201, Florida Statutes, that requires the duty to report all actual or suspected cases of child abuse, abandonment or neglect to the statewide toll-free telephone number of the central abuse hotline.

3. **INDEMNIFICATION:** Contractor shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by the Contractor, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement. Notwithstanding anything contained herein to the contrary, if any provision of this Agreement or its incorporated exhibits obligates the District to indemnify the Contractor, District's obligation to indemnify the Contractor shall only be to the extent permitted by law and subject to the applicable limitations set forth in Section 768.28, Florida Statues.

4. **INSURANCE:** The Contractor shall furnish the School District of Manatee County with proof of:

   (1) Statutory Limits of Worker's Compensation in compliance with Chapter 440, Florida Statute, if required.
   (2) Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence.
   (3) a. Automobile Liability Insurance in an amount equal to or greater than $1,000,000.00 per person.
   b. Automobile Liability Insurance equal to or greater than $1,000,000.00 per occurrence for property damage or $1,000,000.00 combined single limit.
   (4) Contractual Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence. Policy must include endorsement for indemnification in the event third party damages are sought against the School District.
   (5) Completed Operations Endorsement equal to or greater than $1,000,000.00 per occurrence.
   (6) Independent Contractors Endorsement in an amount equal to or greater than $1,000,000.00 per occurrence.

   Certificate(s) of Insurance listing The School District of Manatee County, Florida, as an additional insured must be received by District's Risk Manager within 10 days after the Effective Date of this Agreement. Any policy shall include substantially the following provision: The School District of Manatee County, Florida, shall be furnished written notice 30 days in advance of the effective date of any reduction in or cancellation of this policy." Contractor shall immediately notify District upon lapse in coverages required by this Agreement or cancellation of any of the insurance policies. Contractor shall not provide any services under this Agreement during any such period of lapse or after cancellation of the insurance coverages required herein without the express written permission of the District's Risk Manager. District shall be under no obligation to pay Contractor for any services provided or for any costs associated with this Agreement for any period of time concurrent with any lapse in coverage.

5. **SOVEREIGN IMMUNITY:** Contractor acknowledges and agrees that the District does not waive its immunity and nothing herein, including the naming of the District as an additional insured, shall be interpreted or deemed as a waiver of the District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by the District.

6. **THIRD PARTY BENEFICIARIES:** The parties to this Agreement do not intend that this Agreement benefit any third party, and nothing herein should be construed as consent by either party to be sued by third parties in any matter arising out of this Agreement.

7. **ACCESS TO AND RETENTION OF DOCUMENTATION:** The District, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Contractor which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records, and records required under any state or federal rules, regulations or laws respecting audit, for a period of five District fiscal years after completion or termination of this Agreement.

8. **COMPLIANCE WITH THE PUBLIC RECORDS ACT:** By entering into this Agreement, Contractor acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Contractor is performing services on behalf of District, Contractor shall:

   a. Keep and maintain public records required by District to perform pursuant to the Agreement.

   b. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost

provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Contractor does not transfer the records to District.

d. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Contractor or keep and maintain public records required by District to perform the service. If Contractor transfers all public records to District upon completion of this Agreement, Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Contractor keeps and maintains public records upon completion of this Agreement, Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 941-708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET, 215 MANATEE AVENUE WEST, BRADENTON, FLORIDA, 34205.

9. **TERMINATION FOR CAUSE:** Either Party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching Party must provide written notice of the material breach and a thirty (30) day cure period. Payments made to Contractors or recoveries by The District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by the Contractor to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Contractor in conjunction with this Agreement.

10. **TERMINATION FOR CONVENIENCE:** This Agreement may be terminated by the District or Contractor for any lawful reason or for no reason by giving the other party no less than 30 days written notice of intent to terminate. Contractor shall be entitled to payment and profit for work completed to the time of termination only together with any costs reasonably incurred by Contractor that are directly attributable to the termination, but Contractor shall not be entitled to any other or further recovery against District, including anticipated fees, profit on work not required to be performed, or attorneys' or legal fees and costs.

11. **ENTIRE AGREEMENT:** This Agreement and its Exhibits, if any, constitute the final and entire agreement between the parties with respect to the subject matter contained herein and are intended to be an integration of all prior negotiations and understandings. The Agreement and its Exhibits supersede all prior agreements, negotiations, understandings, and representations, whether written or oral. Consultant and District shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein. This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument.

12. **AMENDMENTS:** This Agreement may not be amended, canceled, changed, discharged, modified, rescinded, supplemented, or terminated other than as expressly provided herein, except by any instrument in writing executed by all parties hereto.

13. **WAIVER:** The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

14. **GOVERNING LAW:** This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. Venue for resolution of all disputes, whether by mediation, arbitration, or litigation shall lie in Manatee County, Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted exclusively to the jurisdiction of the state courts of the Twelfth Judicial Circuit of Manatee County, Florida. The parties forever waive the right to trial by jury for all litigation between the parties arising out of or related to this Agreement. The parties agree to have any such dispute settled by a judge alone, without a jury.

15. **BINDING EFFECT:** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and permitted assigns.

16. **ASSIGNABILITY:** The parties may not assign this Agreement or any right or obligation of this Agreement without prior written consent of the other party.

17. **FORCE MAJEURE:** The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. If the Force Majeure persists more than 90 days, any party may elect to terminate this Agreement upon written notice per paragraph 10, Termination for Convenience.

18. **SEVERABILITY:** If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

19. **NOTICE; ELECTRONIC COMMUNICATIONS:** Any and all notices, approvals, claims, consents, demands, requests, or other communications between the parties (Notices) shall be in writing. All Notices pertaining to breach or termination or to designate a different recipient or address for notice shall be given by hand-delivery in person or sent by certified mail, postage prepaid, return receipt requested, and addressed as follows:

If to Contractor:	Name of firm, Contact Name, Address SONIC SHIELD RICH MELTON 7921 CONGRESS STREET PORT RICHEY, FL 34666
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, Fl 34205

All other Notices shall be hand delivered, sent by certified or registered mail, return receipt requested, sent by facsimile, or sent by electronic mail or other electronic means and addressed to the respective representatives at the addresses they respectively designate. All Notices shall be deemed effective and received upon actual receipt by the party to which such notice is given if hand delivered, sent by facsimile, electronic mail or other electronic means or 5 days after mailing, whichever occurs first.

20. **AUTHORITY TO EXECUTE:** The individual executing this Agreement on behalf of the Contractor is duly and fully authorized to execute this Agreement on behalf of the Contractor and to bind the Contractor to each and every condition and covenant of the Agreement.

21. **INDEPENDENT CONTRACTOR:** Contractor is an independent contractor and District has no supervisory authority or control over Contractor or Contractor's employees in the performance of this Agreement. Neither Contractor nor Contractor's employees shall be deemed agents or employees of District and any representation to the contrary by Contractor or its employees shall constitute a violation of this Agreement and shall be grounds for immediate Termination for Cause. Contractor shall not employ, contract with, or otherwise use the services of any officer or employee of District. Contractor certifies that its owner(s), officers, directors or agents, and members of their Immediate family, do not have an employee relationship or other material interest with District.

22. **STANDARDS OF CONDUCT:** Contractor will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Contractor's employees and employees of Contractor's subcontractors.

23. **COMPLIANCE WITH REGULATIONS:** Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Contractor will in no way be a cause for relief from responsibility. Contractor shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Contractor must not be in violation of any zoning or other ordinances in the performance of this Agreement.

24. **SCHOOL DISTRICT POLICY:** In accordance with District policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

25. **SAFETY STANDARDS:** All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

26. **TAX EXEMPTIONS:** When purchasing directly from a supplier the District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

27. **POSSESSION OF FIREARMS:** Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Contractor, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Contractor and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the meaning given in Section 790.001, Florida Statutes.

28. **CRIMINAL ACTS:** Employment and performing work relative to the Agreement by the Contractor, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Contractor agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Contractor does not comply with this provision.

29. **POSSESSION/USE/UNDER THE INFLUENCES OF MIND-ALTERING SUBSTANCES:** Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Contractor's employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Contractor. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

30. **CONTACT WITH STUDENTS:** Unless otherwise specified, Contractor will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement to have direct or indirect contact with students while performing pursuant to this Agreement on District property. A violation of this provision shall result in immediate

termination of the offender and the issuance of a trespass notice from District. Contractor shall be responsible for insuring compliance by all employees, independent contractors, subcontractors or other persons involved in any manner with work pursuant to this Agreement.

31. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

32. **INVOICE REQUIREMENTS:** The invoice shall contain the following basic information: the Contractor's name and address, Invoice number, date of invoice, description of the service performed, the contract number, purchase order number, and any discounts. The invoice shall be in detail sufficient for a proper pre-audit and post audit thereof. Each bill or invoice must properly identify the services, portion of services, and expenses for which compensation is sought.

33. **PAYMENT:** The District complies with the Local Government Prompt Payment Act (sections 218.70-218.80, Florida Statutes). Unless otherwise required by the Local Government Prompt Payment Act, invoice payment is Net 45 days from the date of delivery or the receipt of satisfactory invoice, whichever occurs last, unless invoices specify early payment discounts.

34. **EMPLOYMENT ELIGIBILITY VERIFICATION ("E-VERIFY"):** By entering into this Agreement with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning July 1, 2023, a private employer with 25 or more employees shall use the E-Verify system to verify a new employee's employment eligibility, located at https://e-verify.uscis.gov/emp. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

The Contractor will require all Subcontractors who work on this contract to use the E-Verify System for any subcontracted employees hired during this contract. The Contractor will verify Subcontractor's compliance with an affidavit stating whether the Subcontractor uses the E-Verify System as evidenced by Subcontractor's E-Verify System Number or that the Subcontractor is not an unauthorized alien and does not employ, contract with or subcontract with unauthorized aliens defined by this statute. The Contractor will maintain and provide the Subcontractor's affidavits to the School District on request during this contract.

Termination: With good faith belief that the Contractor knowingly violated this section, the School District will terminate the contract. Further, with good faith believe that the Subcontractor knowingly violated this section, the School District will promptly notify the Contractor and the Contractor will immediately terminate the Contractor's contract with the Subcontractor. A contract terminated for noncompliance with E-Verify is not a breach of contract and may not be considered as such.

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER: 1859504

35. **Certification Regarding Scrutinized Activities:** Section 287.135(2)(a), Florida Statutes, prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of any amount if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, Florida Statutes, or is engaged in a boycott of Israel. Section 287.135(2)(b), Florida Statutes, further prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of one million dollars or more if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in Iran Terrorism Sectors List, created pursuant to Section 215.473, Florida Statutes, or the company is engaged in business operations in Cuba or Syria. Entering into this Agreement constitutes certification by Contractor that it is not listed on any of the following: (a) the Scrutinized Companies that Boycott Israel List, (b) Scrutinized Companies with Activities in Sudan List, or (c) the Scrutinized Companies with Activities in Iran Terrorism Sectors List. Contractor further certifies that it is not engaged in a boycott of Israel or engaged in business operations in Cuba or Syria. Contractor acknowledges that pursuant to Section 287.135, Florida Statutes, the submission of a false certification may subject it to civil penalties, attorney's fees, and/or costs. Contractor further understands that this Agreement with District for goods or services of any amount may be terminated at District's option if Contractor (a) is found to have submitted a false certification, (b) has been placed on the Scrutinized Companies with Activities in Sudan List, (c) has been engaged in business operations in Cuba or Syria, (d) has been placed on a list created pursuant to Section 215.473, Florida Statutes, relating to scrutinized active business operations in Iran, (e) has been placed on the Scrutinized Companies that Boycott Israel List, or (f) is engaged in a boycott of Israel.

36. **LEGAL FEES AND COSTS:** Each party shall be solely responsible for paying its attorneys' fees and costs and paralegals' fees and costs in any dispute, litigation, trial, appeal, bankruptcy proceedings, post-judgment proceeding, dispute resolution proceeding, settlement negotiation or pre-litigation negotiation, or otherwise arising under this Agreement.

37. **TIME OF THE ESSENCE:** Time is of the essence with regard to all dates and times set forth in this Agreement. Any reference herein to time periods of 7 days or less shall, in the computation thereof, exclude Saturdays, Sundays, and legal holidays under the laws of the State of Florida or the United States of America. Any time period

provided for herein which shall end on a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America, shall extend to 5 P.M. of the next day that is not a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America. All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time. The term "day" as used herein shall in all cases mean a consecutive 24-hour day running from midnight to midnight (also known as a calendar day).

38. **FEDERAL GRANTS TERMS AND CONDITIONS:** When Federal funds are expended by the District, Contractor shall comply with all applicable provisions of Appendix II Part 200 Contract Provisions for non-Federal Entity Contracts Under Federal Awards contained in Exhibit B and as may be amended from time to time.

39. **RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS 2 CFR §200.334:** When federal funds are expended in accordance with this Agreement, Contractor certifies that Contractor will comply with the record retention requirements detailed in 2 CFR §200.334. Contractor further certifies that Contractor will retain all records as required by 2 CFR §200.334 for a period of three years after final expenditure or financial reports, as applicable, and all other pending matters are closed.

40. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

    Exhibit A – Contractor Information Form

    Exhibit B - Appendix II to Part 200

    In the event of a conflict between the terms and conditions provided in the body of this Agreement and any Exhibit, the provisions contained within the body of this Agreement shall prevail unless the term or provision in the Exhibit specifically states that it shall prevail.

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SIGNATURES:

 02/13/2024			
Contractor	Date	Deputy Superintendent (up to $24,999.99)	Date
School Principal	Date	Superintendent (no greater than $49,999.99)	Date
Pamela D'Agostino 2/21/2024			
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $49,999.99)	Date

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: SONIC SHIELD

TELEPHONE NUMBER: 888-769-0766

LIST EMPLOYEE(s) THAT WILL BE DOING WORK FOR THE SCHOOL DISTRICT OF MANATEE COUNTY: Please print clearly and duplicate form as needed. Please list badge expiration for all employees who currently have a contractor's badge. If a designated employee does not have a contractor's badge, indicate their Appointment Date and Time for fingerprinting.

Please reference the District website for JLA requirements: https://www.manateeschools.net/

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Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time
MELTON, RICHARD	8/29/2027	
MARSTON, DOUGLAS	9/06/2027	
Castilo, Asael	10/27/2028	
CARNES, DYLAN	4/07/2028	
SETTLERS, JASON	04/07/2028	
Rubio, Denise	09/01/2028	
Melton, Jordan	05/31/2028	

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

EXHIBIT B

Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

Title 2 —Grants and Agreements
Subtitle A —Office of Management and Budget Guidance for Grants and Agreements
Chapter II —Office of Management and Budget Guidance
Part 200 —Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Source: 85 FR 49543, Aug. 13, 2020, unless otherwise noted.
Source: 85 FR 49539, Aug. 13, 2020, unless otherwise noted.
Authority: 31 U.S.C. 503
Source: 78 FR 78608, Dec. 26, 2013, unless otherwise noted.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non- Federal entity under the Federal award must contain provisions covering the following, as applicable.

A. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

B. All contracts in excess of $10,000 must address termination for cause and for convenience by the non- Federal entity including the manner by which it will be effected and the basis for settlement.

C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964–1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

D. Davis-Bacon Act, as amended (40 U.S.C. 3141–3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non- Federal entity must report all suspected or reported violations to the Federal awarding agency.

E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701–3708). Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

G. Clean Air Act (42 U.S.C. 7401–7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251–1387), as amended—Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401–7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251–1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

H. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

I. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

J. 200.323 Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.
(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

(2) Extend or renew a contract to procure or obtain; or

(3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

(i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

(ii) Telecommunications or video surveillance services provided by such entities or using such equipment.

(iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(b) In implementing the prohibition under Public Law 115–232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained.

(c) See Public Law 115–232, section 889 for additional information.

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.
(a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

(b) For purposes of this section:

(1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

(2) "Manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

M. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964–1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."200.322 Domestic preferences for procurements.

Equipment which is not otherwise included in the hourly labor rate (i.e. forklifts, lifts, generators, etc.) contactor owned shall be paid at the actual use time only based on the flat rate, fee schedule submitted with the contract(s) response. Equipment rental shall be paid per rental invoice with at no additional cost to the District.

- Submit Equipment list with rates.

Rate schedule: Per Job Quoted Flat Fee

Indicate hourly labor rates below for repair/installation		**Hourly Rate**
1.	Hourly rate for standard working hours (Monday through Friday from 7:00 A.M. to 5:00 P.M.).	$ N/A
2.	Hourly rate for nonstandard working hours (Monday through Friday prior to 7:00 A.M. and after 5:00 P.M., and Saturday and Sunday).	$ N/A
3.	Travel Time Flat Rate by Hour (if Applicable)	$ N/A.
Percentage discount off MSRP or Price List Theater Stage Equipment		**Percentage Discount**
	Percentage discount off MSRP or Price List State and County Funded projects.	10 % *
4.		%
5.		%
6.		%
7.		%

* Listed on each Quote.

BUSINESS/COMPANY NAME: Drago Gen Contracting Corp / DBA. Sonic-Shield

MAILING ADDRESS: 7921 Congress st.

CITY, STATE, ZIP CODE: Port Richey, FL, 34668

TELEPHONE NUMBER: 888-769-0766 DATE

EMERGENCY CONTRACT NUMBER: 352-610-2352 Rich Melton

FAX NUMBER: N/A.

*SIGNATURE: **(Blue Ball Point Pen Only)** Richard A. Melton

NAME AND TITLE: (Typed) Gen Mgr.

AGENDA ITEM NO. 10.13

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Third Amendment to the Ground Lease Between the City of Bradenton and the School Board of Manatee County for the New Manatee Technical College Law Enforcement Academy Firing Range and Driving Facility, in the Amount of $10.00 Per Year (No Financial Impact)

Executive Summary
On June 22, 2021, the School Board and the City of Bradenton entered into a 35-acre Ground Lease for the New Manatee Technical College Law Enforcement Academy Firing Range and Driving Facility.

On September 22, 2021, the School Board and the City entered into The First Amendment to the Ground Lease to increase the acreage from 35 acres to 70 acres.

The Second Amendment to the Ground Lease was approved on July 26, 2022, and moved the leased portion of the City parcel to the southern boundary of the City-owned property, clarified the preferred access, extended the construction timeline, required the School Board to pursue obtaining an access easement from an adjacent owner to SR 64 for the benefit of the City, and provided if the easement was not obtained either party could terminate the lease. Staff has been unable to negotiate an acceptable access easement with the adjacent owner. There is an existing alternative access route via Taylor Road, a Manatee County public right-of-way.

This proposed Third Amendment to the Ground Lease removes the requirement for the access easement but indicates that the parties will continue to pursue the easement, acknowledges that the lease is not contingent on obtaining the access easement, and extends the date to commence construction of the facility to four (4) months after approval of the Third Amendment has been executed.

A copy of the Third Amendment to Ground Lease is attached for consideration.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of the Third Amendment to the Ground Lease between the City of Bradenton and the School Board of Manatee County for the new Manatee Technical College Law Enforcement Academy Firing Range and Driving Facility, in the amount of $10.00 per year (No Financial Impact).

Financial Impact
The cost to implement this lease will not exceed $10.00 per year with the City of Bradenton. The funding source for this annual expenditure is Manatee Technical College's Equivalency of Training Funds and Tuition and Fees.

Contact
Submitting Department: Construction Services
Initiated By: William Horton

Attachments:
SRD change to SR Third Amd to Lease with COB (COB rev 3-16-24) - added March 18, 2024

THIRD AMENDMENT TO GROUND LEASE

THIS THIRD AMENDMENT TO GROUND LEASE WITH IMPROVEMENTS ("Third Amendment") is made and entered by and between the CITY OF BRADENTON, a Florida municipality existing under the laws of the State of Florida (hereinafter referred to as the "City"), and the SCHOOL BOARD OF MANATEE COUNTY, a public body corporate, existing under the laws of the State of Florida (hereinafter referred to as the "School Board") (hereinafter individually and collectively referred to as the "Party" or "Parties").

WITNESSETH:

WHEREAS, City and School Board entered into a Ground Lease with Improvements dated June 23, 2021 ("Lease") for property located in Manatee County, Florida;

WHEREAS, pursuant to said Lease, the School board is authorized to utilize a portion ("Portion") of the City Parcel to construct a facility for public safety training to be utilized by the Manatee Technical College Law Enforcement Academy; and

WHEREAS, City and School Board entered into that First Amendment to Ground Lease, dated September 22, 2021 ("First Amendment"), in order to increase the acreage of the leasehold from 35 acres to 70 acres, more or less; and

WHEREAS, City and School Board entered into that Second Amendment to Ground Lease, dated July 26, 2022 ("Second Amendment"), moving the leasehold premises to the southern portion of the City Property and requiring the School Board to pursue obtaining an easement from an adjacent owner to SR 64 for the benefit of the City, and providing if the easement was not obtained either party could terminate the lease; and

WHEREAS, School Board after diligent effort has been unable to negotiate an easement with the adjacent owner; and

WHEREAS, the Parties wish to move forward with the Lease and extend the date for commencement of construction due to the delay caused by the easement negotiations, as described further herein.

NOW, THEREFORE, for and in consideration of the mutual covenants contained herein, and for the annual payment of ten ($10.00) dollars and other valuable consideration, the receipt and sufficiency whereof are hereby mutually acknowledged, the Parties hereto, intending to be legally bound, hereby amend and modify said Lease effective as of the date of this Second Amendment, as follows:

1. RECITALS. The foregoing recitals are true and correct and are incorporated herein.

2. PERMITTED USES. The Parties agree Section 3.01(B)(1) of the Lease is hereby amended to provide that the School Board shall commence construction of the Facility within 4 months after this Third Amendment has been executed by both Parties.

3. USE OF PUBLIC WAY. Section 13.01 of the Lease is hereby amended as follows:

13.01 Use of Public Way

The City Parcel and the Portion leased to School Board currently have legal access to public roadways via Taylor Road, a County public ROW. However, the parties have determined that an additional and preferred access to the City Parcel is via "Becker Road," which is a private farm road connecting State Road 64 to the City Parcel, as generally depicted on Exhibit A-2 of the Second Amendment, (the "SR 64 Easement"). The Parties will continue to work to obtain the SR 64 Easement from the adjacent owner in the name of the City from State Road 64 to the City Parcel via Becker Road, via a recordable instrument in a form, and subject to terms, acceptable to the City. Upon obtaining such legal access, same shall be incorporated into this Lease, and the School Board shall have the right to utilize such access under the Lease. If City continues to be able to access the City Property via Becker Road by permission from the adjacent owner, but without a formal easement, then the City has no objection to School Board also utilizing Becker Road for access. The Parties acknowledge that the Lease is not contingent on obtaining the SR 64 Easement.

4. RATIFICATION. Except as amended by the terms of this Third Amendment, all other terms, covenants, and conditions of the Lease, as amended by the First Amendment and the Second Amendment, and the rights and obligations of the Parties thereunder, shall remain in full force and effect and are hereby ratified and confirmed.

5. EFFECT OF AMENDMENTS. The Parties hereby waive any breach of or default under any provision of the Lease with respect to the subject matter of all terms and conditions which the Parties have agreed to amend or modify by execution of the First Amendment, the Second Amendment and this Third Amendment.

6. COUNTERPARTS. This Amendment may be executed in two or more counterparts, each of which shall be deemed an original, and each Party thereto may become a Party hereto by executing a counterpart hereof. This Amendment and any counterpart so executed shall be deemed to be one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have executed this Third Amendment effective as of this _____ day of _____, 2024.

CITY:

CITY OF BRADENTON,
a Florida municipal corporation

WITNESSES:

By:_____
Name: Gene Brown
Title: Mayor

_____
Print Name:_____

_____
Print Name:_____

ATTEST:

_____
Tamara Melton, City Clerk

APPROVED AS TO LEGAL
FORM AND SUFFICIENCY

_____
Scott E. Rudacille, Esq.
City Attorney

SCHOOL BOARD:

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, a public body corporate

_____
Print Name:_____

By:_____
Name: Chad Choate, III, Chairman

_____
Print Name:_____

ATTEST:

APPROVED AS TO LEGAL FORM AND SUFFICIENCY

_____
Jason Wysong, Superintendent

(SEAL)

_____
Stephen R. Dye, Esq.
School Board Attorney

AGENDA ITEM NO. 10.14

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Termination of Interlocal Agreement with Manatee County for Tennis Court Lighting at Braden River Middle School (No Financial Impact)

Executive Summary
Braden River Middle School is located at 6215 River Club Boulevard, Bradenton. On February 18, 1992, the School Board and Manatee County entered into an Interlocal Agreement for joint use of the tennis courts at Braden River Middle School. Specifically, the agreement required Manatee County to install and maintain tennis court lighting in exchange for public use of the courts. Due to the campus layout the continued use of the property by the public is no longer appropriate as safety and security protocols have changed since the Interlocal Agreement was approved. Therefore, the tennis court lighting has not been maintained for many years, and Manatee County initiated the action to terminate the agreement.

The original Interlocal Agreement specifies that the agreement can be terminated by mutual written consent. Manatee County is expected to also approve an action terminating the agreement.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 6
Maintain our robust security readiness and safety system across the District

Recommendation
The Superintendent recommends approval of Termination of Interlocal Agreement with Manatee County for Tennis Court Lighting at Braden River Middle School. (No Financial Impact)

Financial Impact
There is no financial impact.

Contact
Submitting Department: Construction Services
Initiated By: William Horton

Attachments:
Termination ILA Agrmt Braden River MS Tennis Lighting

AGREEMENT TO TERMINATE AGREEMENT BETWEEN MANATEE COUNTY BOARD OF COUNTY COMMISSIONERS AND MANATEE COUNTY SCHOOL BOARD FOR TENNIS COURT LIGHTING AT BRADEN RIVER MIDDLE SCHOOL

WHEREAS, on February 18, 1992, the Manatee County Board of County Commissioners (hereinafter referred to as the "County") and the School Board of Manatee County (hereinafter referred to as the "School Board"), collectively referred to as the "Parties", entered into an Agreement regarding Tennis Court Lighting at Braden River Middle School ("Tennis Light Agreement"), attached hereto as "Exhibit A"; and

WHEREAS, pursuant to Article 7 of the Tennis Light Agreement, "This Agreement may be amended or terminated by mutual written consent of the County and the School Board."

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein and for other good and valuable considerations, the receipt and sufficiency of which are hereby mutually acknowledged, the Parties agree as follows:

RECITALS

1. The above recitals are true and correct and are incorporated herein by reference.
2. The County hereby relinquishes rights of use and possession of any County installed equipment associated with the Tennis Light Agreement.
3. This Agreement encompasses and reflects a final and full understanding of the Parties.
4. This Tennis Light Agreement is hereby **Terminated** as of the effective date below.

[Remainder of this page intentionally left blank].

WHEREFORE, the County and the School Board have executed the Termination of this Agreement as of the date and year below written.

MANATEE COUNTY, a political subdivision of the State of Florida
By: its Board of County Commissioners

By: _____
Chairperson

Date: _____

ATTEST: ANGELINA COLONNESO
CLERK OF THE CIRCUIT COURT AND COMPTROLLER

By: _____
Clerk

SCHOOL BOARD OF MANATEE COUNTY, a public body corporate created and existing under the laws of the State of Florida

By: _____
Chad Choate III, Chairperson

Attest: _____
Dr. Jason Wysong, Superintendent

Date: _____

APPROVED AS TO LEGAL FORM AND SUFFICIENCY

Stephen R. Dye, Esq.
Stephen R. Dye, Esq. (Feb 20, 2024 15:13 EST)

Stephen R. Dye, Esq.
School Board Attorney

Date: 02/20/2024

MP
02/16/2024

WFH
WFH
02/20/2024

07 03 2001 MON 13:39 FAX

EXHIBIT A

RECORDED 2/18/92
PAGE NO. 516
MINUTE BOOK NO. 41

AGREEMENT BETWEEN
MANATEE COUNTY BOARD OF COUNTY COMMISSIONERS
AND
MANATEE COUNTY SCHOOL BOARD

TENNIS COURT LIGHTING AT BRADEN RIVER MIDDLE SCHOOL

THIS AGREEMENT is made and entered into as of the 18th day of February, 1992, by and between the MANATEE COUNTY BOARD OF COUNTY COMMISSIONERS (Board), and the MANATEE COUNTY SCHOOL BOARD (School Board).

WHEREAS, the Board and the School Board have acquired land and constructed facilities upon such land to serve the residents of Manatee County for educational and recreational purposes; and

WHEREAS, the County and School Board recognize the need for joint usage of their land and facilities to better serve the residents and such usage will result in substantial savings to the public; and

WHEREAS, the use by each party for specified purposes of the properties belonging to the other is lawful and in the public interest; and

WHEREAS, the Manatee County Comprehensive Plan requires the County to provide for the recreational needs of its residents; and

WHEREAS, this proposed project is in one of the fastest growing areas of the County where limited recreational facilities are available; and

WHEREAS, the Manatee County Comprehensive Plan encourages the County and School Board to negotiate in good faith to enter into cooperative agreement regarding the joint use of facilities, maintenance, site acquisition and facilities planning;

WHEREAS, the School Board has constructed tennis courts and related facilities at the Braden River Middle School; and

WHEREAS, the County wishes to provide lighting standards for said courts and utilize said courts for public

2132

541-1017

recreation needs during hours of the day not in conflict with normal school hours; and

WHEREAS, the parties hereto desire to enter into an Agreement.

NOW, THEREFORE, in consideration of the mutual rights and obligations as set forth herein, it is agreed between the parties as follows:

1. That the County shall have the right of County and public use of the tennis courts and related facilities (e.g., parking lots) located on the Braden River Middle School property located at 10850 State Road 70, Bradenton, Florida, including means of access to and from the site and for the installation, use and maintenance of a lighting system to illuminate the tennis courts. Said lighting system shall be so placed as to not interfere with ordinary school use of said property and shall remain the property of the County and may be removed by the County at any time.

2. That the County will be responsible for all costs associated with the design, installation, maintenance and utility costs of the tennis court lighting system.

3. That the School Board shall be responsible for maintaining said tennis courts and related facilities, except for the tennis court lighting system, in good operating condition.

4. That the School Board will make available for public recreational use, said Braden River Middle School tennis courts during the hours of the day that are not in conflict with normal operating hours (7 a.m. to 3 p.m.) of the school.

5. That the County or School Board agrees to save one another harmless from any and all liability for personal injury or property damage resulting from County's or School Board's use, respectively, of the facilities or granted pursuant to the terms of this Agreement.

6. As to the tennis courts and related facilities at Braden River Middle School, the provisions of this Interlocal Agreement supersede and take precedence over any conflicting provisions of prior agreements with the County and School Board.

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7. This Agreement may be amended or terminated by mutual written consent of the County and the School Board.

IN WITNESS WHEREOF, the parties have executed this Cooperative Agreement the day and year first above written.

BOARD OF COUNTY COMMISSIONERS OF MANATEE COUNTY, FLORIDA

By: Kathy Li Swift
Chairman 2/18/92

ATTEST: R. B. SHORE,
Clerk of the Circuit Court

SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

By: [signature]
Chairman

ATTEST: Gene Witt,
Superintendent

AGENDA ITEM NO. 10.15

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of East County K-8 Prototype - Agreement Between Owner and NDC Construction Company - Amendment 1 - Partial Guaranteed Maximum Price, in the amount of $10,705,085.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Amendment 1 to the Agreement between Owner and NDC Construction Company, which authorizes the Partial Guaranteed Maximum Price (GMP) in the amount of $10,705,085.00. The scope of work will include but is not limited to all project earthwork and utility improvements as indicated on WGI, Inc. "Issue For Permit" Civil Plans dated 11/22/23. Scope of work specifically excludes all pavement and site concrete, which shall be encumbered in Final Project GMP. Scope of work also includes critical elevator and MEP equipment, engineering, submittals, and procurement as necessary for long lead-time components in order to mitigate potential delays in project construction duration.

East County K-8 Summary Sheet is attached for reference.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of East County K-8 Prototype - Agreement between Owner and N D C Construction Company - Amendment 1 – Partial Guaranteed Maximum Price, in the amount of $10,705,085.00. (Capital Funds)

Financial Impact
The amount of Amendment 1 is $10,705,085.00. The Partial Guaranteed Maximum Price, including this Amendment 1, is $10,993,625.00 and is included in the total project budget of $105,609,281.00. **Project funded by Capital funds.**

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
East County K-8 School Summary Sheet
East County K-8 Prototype Amendment 1 031924

EAST COUNTY K-8

PROJECT DIRECTOR: Reginald Goff

ARCHITECT/ENGINEER:	HKS Architects, Inc.	Selected through the Request for Qualifications process
CONSTRUCTION MANAGER:	NDC Construction Company	Selected through the Professional Services Selection proces
BUILDING OFFICIAL:	Bureau Veritas North America, Inc.	Currently on the District's continuing contracts list.

PROJECT BUDGET:	$	105,609,281.00	February 12, 2024
	$	96,949,440.00	Original Project Budget

HISTORY: A new elementary/middle school is needed to service students in east county, as there is significate growth in the area. This new school will alleviate capacity issues at Gullett Elementary and Mona Jain Middle Schools.

SCOPE: Construct a new K8 school containing 1,692 student stations on a 40 acres site located in East Manatee County

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 23, 2023	Approved	Selection Process
Agreement:	4,598,600.00	July 25, 2023	Approved	Architectural/Engineering Services
A/E 1st Letter:	$0	Date		
Phase I Plans:	$0	Date		
Ed Specs:	$0	Date		
A/E 2nd Letter:	$0	Date		
Phase III Plans:	$0	Date		
Phase II Plans:	$0	Date		
Amend #1:	$0	Date		
TOTAL	$4,598,600.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 23, 2023	Approved	Section Process
Agreement:	288,540.00	July 25, 2023	Approved	Pre-Construction
Amend #1:	10,705,085.00	March 19, 2024	Pending	Partial Guaranteed Maximum Price
CO 1:	$0	Date		DMP Materials
CO 2:	$0	Date		DMP Sales Tax Savings
Substantial Comp:	$0	Date		*Description & Actual Date*
TOTAL	$10,993,625.00			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	January 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:	323,500.00	December 12, 2023	Approved	Plans Review, Permitting & Inspection Svcs
TOTAL	**$323,500.00**			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Easements:	$0	Date		
Utility Connections:	$0	Date		
Utility Agreements:	$0	Date		
Interlocal Agrmts:	$0	Date		
TOTAL	$0.00			

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN
OWNER & CONSTRUCTION MANAGER

Amendment #: 1 **Amendment Date:** _____

This form is to be used for any revision to the established Agreement Between Owner & Construction Manager.

Project Name: East County K-8 Prototype
Construction Manager: NDC Construction Company
Construction Manager Address: 1001 Third Avenue West, Suite 600
Bradenton, Florida 34205

The work is as follows: The scope of work included in this Partial GMP includes all project earthwork & utility improvements as indicated on WGI, Inc. "Issue For Permit" Civil Plans Dated 11/22/23. Scope of work specifically excludes all pavement & site concrete which shall be encumbered in Final Project GMP. Scope of work also includes critical elevator, MEP equipment, engineering, submittals and procurement as necessary for long lead-time components in order to mitigate potential delays in project construction duration.

This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (~~increased~~) (~~decreased~~) (unchanged) By: _____

Date of Substantial Completion including this amendment: August 2025

Amount of Amendment: $ 10,705,085.00
Previous Amount of Pre-Con ~~GMP~~: $ 288,540.00
New Total Amount of Partial GMP: $ 10,993,625.00

CONSTRUCTION MANAGER:
By: _____ By: _____

Name/Title: BRANDO FETZER, VICE PRESIDENT Name/Title: RONALD J. ALLEN, PRESIDENT

As Witnessed:
_____ NDC CONSTRUCTION COMPANY
Charles J. Scott (Name of Corporation)

(Corporate Seal)

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director
Reg Annis (Feb 29, 2024 16:09 EST)
William Horton _____, Director
Joseph A. Ranaldi _____, Deputy Superintendent
Joseph A. Ranaldi (Feb 29, 2024 13:51 EST)

Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

SCHOOL DISTRICT OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

PARTIAL G.M.P. BUDGET SUMMARY

Project: East County K8 Date:

Contractor: NDC Construction Company

ITEM	ITEM AMOUNT	TOTAL AMOUNT
Construction Expenses:		
Div. 03 - Concrete	$90,000.00	
Div. 05 - Metals	$27,000.00	
Div. 08 - Openings	$10,000.00	
Div. 14 - Conveying Equipment	$55,677.00	
Div. 23 - Heating, Ventilating, and Air Conditioning (HVAC)	$2,200,000.00	
Div. 26 - Electrical	$1,263,680.00	
Div. 31 - Sitework	$5,803,215.00	
Sub Total		**$9,449,572.00**
General Conditions:		
General Conditions	$241,170.00	
Subcontractor Default Insurance 1.45%	$134,370.00	
Infotech Support	$48,454.00	
Safety Awards	$29,072.00	
General Liability	$116,289.00	
Topographic Survey Required for Civil Permitting	$12,800.00	
Environmental Survey Addendum Required for Civil Permiting	$3,860.00	
Sub Total		**$586,015.00**
Overhead & Profit (Overall Project)	$484,537.00	
Sub Total		**$484,537.00**
Pre-Construction Expenses		
Sub Total		**$0.00**
Unforseseen Conditions:	$100,000.00	
Sub Total		**$100,000.00**
Bond:	$84,828.00	
Sub Total		**$84,961.00**
PARTIAL G.M.P. TOTAL		**$10,705,085.00**

EXHIBIT "E"

NDC CONSTRUCTION COMPANY

EAST COUNTY K8 PROTOTYPE

PARTIAL GMP ESTIMATE

February 27, 2024

DIV.	ITEM	Qty	Unit	Unit Cost	Total Amount
DIV 1	***General Conditions***				
	General Conditions	1	LS	241,170	241,170
	Permit Fees	By Owner			
	Impact Fees	By Owner			
	Threshold Inspections	By Owner			
	George F. Young Topographic Survey for Civil EOR	1	LS	12,800	12,800
	George F. Young Evironmental Addendum Survey for Civil EOR	1	LS	3,860	3,860
DIV 31	***Site Work***				
	Earthwork & Site Utilities				
	Earthwork	1	LS	3,436,147.00	3,436,147.00
	Storm Water Utilities	1	LS	1,239,805.00	1,239,805.00
	Sanitary Sewer Utilities	1	LS	486,649.00	486,649.00
	Potable Water Utilities	1	LS	188,127.00	188,127.00
	Fire Line Utilities	1	LS	452,486.00	452,486.00
DIV 3	***Concrete***				
	Precast Hollowcore Plank				
	Engineered Shop Drawings	1	LS	90,000	90,000
DIV 5	***Metals***				
	Structural Steel				
	Engineered Shop Drawings	1	LS	27,000	27,000
DIV 8	***Openings***				
	Aluminum Windows & Storefront				
	Engineered Shop Drawings & Submittals	1	LS	10,000	10,000
DIV 14	***Conveying Equipment***				
	Elevator Shop Drawings & Submittals	1	LS	55,677	55,677
DIV 23	***Heating, Ventilating, and Air Conditioning***				
	HVAC Equipment Submittals & Procurement	1	LS	2,200,000	2,200,000
DIV 26	***Electrical***				
	Electrical Switchgear Submittals & Procurement	1	LS	1,263,680	1,263,680
	Subtotal				***9,707,401***
	Builders Risk Insurance				
	SDI	1.45%		9,266,894	134,370.00
	Infotech Support	0.50%			48,454.00
	Safety Awards	0.30%			29,073.00
	General Liability	1.20%			116,289.00
	Subtotal				***10,035,587***
	Fee	5.00%			484,537
	Unforseen Conditions	1	AL		100,000
	Subtotal				***10,620,124***
	Bond	0.80%			84,961
	Amendment #01 Total				***10,705,085***

AGENDA ITEM NO. 10.16

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval to add Daughtrey Elementary School and Horizon Academy - Administrative Lobby Enhancements - Agreement Between Owner and P.J. Hayes, Inc. d.b.a. Tandem Construction - Amendment 1 - Additional Pre-Construction to the existing Bayshore High School and Southeast High School Administrative Office Enhancements Project, in the Amount of $1,563.03 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Amendment 1 to the Agreement between Owner and P.J. Hayes, Inc. d.b.a. Tandem Construction, which authorizes the pre-construction services required to assist with the design, budget, and scheduling with the Project Team for the Daughtrey Elementary and Horizons Academy - Administrative Lobby Enhancements. The Scope of Work includes, but is not limited to, modifications to the public lobby area and school reception function.

Daughtrey Elementary, Bayshore High School, Southeast High School, and Horizons Academy - Summary Sheet is attached for reference.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Ready To Grow | Goal 6
Maintain our robust security readiness and safety system across the District

Recommendation
The Superintendent recommends approval to add Daughtrey Elementary School and Horizon Academy - Administrative Lobby Enhancements - Agreement Between Owner and P.J. Hayes, Inc. d.b.a. Tandem Construction - Amendment 1 - Additional Pre-Construction to the existing Bayshore High School and Southeast High School Administrative Office Enhancements Project, in the Amount of $1,563.03 (Capital Funds).

Financial Impact
The amount of the Amendment 1 is to add Daughtrey Elementary and Horizons Academy in the amount of $1,563.03. The new Pre-Construction amount is $3,670.03, and is included in the total project budget of $1,213,349.55. **Project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
Bayshore HS, Daughtrey ES, Southeast HS and Horizons Academy-Admin Office Enhancements - Summary Sheet
Bayshore ES, Daughtrey ES, Southeast HS and Horizons Academy-Admin Office Enhancements - Amendment 1

Bayshore, Southeast High Schools, Daughtrey Elementary & Horizons Academy Administrative Office Enhancements

PROJECT DIRECTOR: John Williams

ARCHITECT/ENGINEER:	Sweet Sparkman Architects, Inc.	Selected through the Request for Qualifications
CONSTRUCTION MANAGER:	Tandem Construction	Selected through the Request for Qualifications
BUILDING OFFICIAL:	TBD	

PROJECT BUDGET:	$1,213,349.55	(February 28, 2024) Revised Budget
	$300,000.00	Southeast High School - Capital Funds
	$290,790.21	Bayshore High School - Grant Funds
	$311,279.67	Daughtrey Elementary School - Grant Funds
	$311,279.67	Horizons Academy - Grant Funds
	$700,000.00	(November 29, 2023) Original Project Budget

HISTORY: Bayshore High School was completed in 1998. Building 6 was completed in 2007,and #5 was completed in 2017. The site consists of one parcel containing 46 acres, located at 5401 34th Street West in Bradenton. The total student station count including portables is 2478. Southeast High School was originally constructed in 1958, and underwent significant renovations in 1997 and 2011. The site consists of 44 acres, located at 1200 37th Avenue East, Bradenton, and currently serves 2,025 students. Daughtrey Elementary School was originally constructed in 1964, a media center and classroom wing was added in 1984. In 2001, a class size reduction wing of six classrooms were built. The site consists of 13 acres, located at 515 63rd Avenue East, Bradenton, and currently services 696 students. Horizons Academy is located at 1910 27th Street East, Bradenton, and shares the Bradenton and the Desoto Boys and Girls Club property since 2000. The site sites on 15 acres and currently serves 645 students. School Administrative Lobby Enhancements have become a high priority for districts throughout Florida and the nation. Manatee County School District has created a capial plan to address these projects including; fencing, camaras, single point of entry and others.□

SCOPE: The scope of work includes, but is not limited to, the separation of the visitors from the school staff within a walled lobby area, teller type windows, counter with amplified speakers, new doors with magnetic locks, fire alarm, remote door releases, existing counters to be replaced with four receptionist/secretarial stations, cameras in the lobby at Bayshore & Southeast High School, Daughtrey Elementary School and Horizons Academy.

INCLUDED IN 5-YEAR WORK PLAN Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 24, 2023	Approved	Selection Process
Agreement:	$57,000.00	Jaunary 16, 2024	Pending	Architectural/Engineering Services
TOTAL	$57,000.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 24, 2023	Approved	Selection Process
Agreement:	$ 2,107.00	January 16, 2024	Pending	Pre-Construction Services-Southeast & Bayshore HS
Amendment 1:	$ 1,563.03			Pre-Construction Services-Daughtrey ES & Horizons
TOTAL	$ 3,670.03			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0		Approved	Selection Process
TOTAL	$0.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
TOTAL	$0.00			

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN OWNER & CONSTRUCTION MANAGER

Amendment #: 1 **Amendment Date:** _____

This form is to be used for any revision to the established Pre-Construction Agreement Between Owner & Construction Manager.

Project Name: Bayshore High School, Daughtrey Elementary, Southeast High School and Horizons Academy Administrative Lobby Enhancements.
Construction Manager: P.J. Hayes, Inc. d.b.a. Tandem Construction
Construction Manager Address: 5391 Lakewood Ranch Blvd, N., Suite 200, Sarasota, Florida 34240

The work is as follows: This Amendment is to add to the projects scope of work including enhancements to the existing Horizons Academy & Daughtrey Elementary School Administrative offices. This is in addition to the previously approved contract for the Bayshore High School and Southeast High School Administrative Office Upgrades (Contract #410).

This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (~~increased~~) (~~decreased~~) (unchanged) By: _____

Date of Substantial Completion including this amendment: August 01, 2024

Amount of Amendment: $ 1,563.03
Previous Amount of Pre-Construction ~~GMP~~: $ 2,107.00
New Total Amount: $ 3,670.03

CONSTRUCTION MANAGER:

By: _____ By: _____

Name/Title: Brian Leaver, President Name/Title: Dan Harris, Chief Financial Officer

As Witnessed:
_____
Leeza Nanandhan

P.J. Hayes, Inc. dba Tandem Construction
(Name of Corporation)

(Corporate Seal)

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director

_____, Director

_____, Deputy Superintendent

Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

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AGENDA ITEM NO. 10.17

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Manatee High School - Painting & Roofing - Agreement Between Owner and Creative Contractors, Inc. - Amendment 1 - Guaranteed Maximum Price in the Amount of $3,249,622.40 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Amendment 1 to the Agreement between Owner and Creative Contractors, Inc., which authorizes the Guaranteed Maximum Price (GMP) in the amount of $3,271,847.40. The Scope of Work includes but is not limited to the replacement of existing roof membranes and flashings with new ones on buildings #1, #2, #3, #4, #9, #10, and #11. The existing roof membranes have exceeded their useful life and require replacement. Additionally, the exposed steel roof structure between buildings #2 and #5 and the west elevation of building #2 will be painted.

Manatee High School Painting & Roofing Project Summary and Revised Contract Summary are attached for reference.

The Full Guaranteed Maximum Price (GMP) Book is on file in the Construction Services Department.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of Manatee High School - Painting & Roofing - Agreement between Owner and Creative Contractors, Inc. - Amendment 1 - Guaranteed Maximum Price in the amount of $3,249,622.40 (Capital Funds).

Financial Impact
The amount of Amendment 1 is $3,249,622.40. The Guaranteed Maximum Price, including Amendment 1, is $3,271,847.40 and is included in the total project budget of $3,500,000.00. **Project funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
MHS Painting & Roofing Project Summary
MHS Painting & Roofing GMP Contract Summary
MHS Painting & Roofing GMP Amendment 1 Creative Contractors.pdf
MHS Painting & Roofing GMP Summary Creative Contractors

Manatee High School - Painting & Re-Roofing

PROJECT DIRECTOR: John Williams

ARCHITECT/ENGINEER:	Williamson Dacar Associates, Inc.	Currently on the District's Continuing Contracts List
CONSTRUCTION MANAGER:	Creative Contractors, Inc.	Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:	Universal Engineering Services, Inc.	Currently on the District's Continuing Contracts List

PROJECT BUDGET: $ 3,500,000.00 (7/8/2022) Original Project Budget

HISTORY: Manatee High School was reconstructed beginning in 1997. In 2007 and 2010, the District purchased lots adjacent to the school for future campus expansion. In 2023, renovations to the football stadium grandstand seating and parking were renovated. In 2015, the kitchen HVAC system was replaced. Currently renovations to the CCTV Studio 618 are being conducted. The site consists of one parcel containing 32 acres, located at 902 33rd Street Court West in Bradenton. The total existing student stations is 2753. Roof replacement is required due to the existing roof have exceeded their normal service life.

SCOPE: THE SCOPE OF WORK includes, but is not limited to, the replacement of existing roof membranes and flashings with new on buildings #1, #2, #3, #4, #9, #10 and #11. The existing roof membranes have exceeded their useful life and require replacement. Additionally painting the exposed steel roof structure between buildings #2 and #5. Painting other exposed steel between buildings #2 and #5 and paint west elevation of building #2.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	January 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 137,879.00	July 25, 2023	Approved	Architectural/Engineering Services
TOTAL	$137,879.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	January 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 22,225.00	June 13, 2023	Approved	Pre-Construction Services
Amendment 1:	$ 3,249,622.40	March 19, 2024	Pending	Guaranteed Maximum Price - GMP
TOTAL	$ 3,271,847.40			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	January 24, 2023	Approved	Currently on the District's Continuing Contracts List
	$ 33,750.00	June 5, 2023	Approved	Plan Reviews, Permits & Inspection Services
TOTAL	$ 33,750.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$ 10,268.00	June 5, 2023	Not Required	Professional Services - PBA Infrared
Agreement:	$ 3,847.00	June 5, 2023	Not Required	Professional Services - OCH Asbestos & Lead Testing
	$ 1,100.00	July 19, 2023	Not Required	Professional Services - PBA Lightning Inspection
TOTAL	$ 15,215.00			

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location:

Manatee HS Painting & Roofing
902 33rd Street Court West. Bradenton, FL 34205, Manatee County, Florida

Total Project Budget:

Design Services	$	140,000.00
Construction Services	$	3,273,000.00
Owner Services	$	87,000.00
FF& E Technology		N/A
Total Project Budget	$	3,500,000.00

Project Schedule:

Date of Anticipated Notice to Proceed (Pre-Con)	June 13, 2023
Date of Anticipated Notice to Proceed (GMP)	March 19, 2024
Date of Substantial Completion	March 29, 2025 @ GMP Approval
Date of Final Completion	April 29, 2025 @ GMP Approval

Architect/Engineer ("AE") Williamson Dacar Associates, Inc.
15500 Lightwave Drive, Suite 106
Clearwater, Florida 33760; Office: (727) 725-0951

Construction Manager ("CM") Creative Contractors, Inc.
101 Creative Way
Clearwater, Florida 33759; Office: (727) 461-5522

Section 1.3, Paragraph 1.3.4 Owner Construction Services Budget:

Construction Costs	$	2,583,079.22 @ GMP Approval
General Conditions	$	371,951.34 @ GMP Approval
Overhead and Profit (CM Fee)	$	129,153.96 @ GMP Approval
Preconstruction	$	22,225.00 (Approval 6/13/2023)
Unforeseen Conditions	$	88,650.92 @ GMP Approval
Bond	$	76,786.96 @ GMP Approval
TOTAL	$	3,271,847.40

Section 1.3, Definitions:

Paragraph 1.3.5.2 (a) Construction Phase Services: Construction Management Fee of **$ 129,153.96** @ GMP Approval

Section 6.1, Reimbursable Costs:

Paragraph 6.1.2 List of Reimbursable Costs: Total "Not to Exceed" Costs of Reimbursable Costs: **$ 112,346.72** @ GMP Approval

Section 6.3, Cost of Work:

Paragraph 6.3.1.6: Labor Burden included within the Cost of Work at the blended rate of **42.48 %** of wages and **34.58%** of salaries.

Paragraph 6.3.1.7: Cost of premiums for all bonds and insurance, including Builder's Risk and General Liability insurance (bonds will be charged at the rate of **0.81%** amount or the invoice amount and General Liability insurance will be charged at the rate of **0.45%** of the GMP amount or the invoice amount)

Paragraph 6.3.1.11: Preconstruction Costs in the amount of **0.35%**

Paragraph 6.3.1.12: Costs associated with the Investigative Report in the total amount of **N/A** will be invoiced monthly and will be paid for by the Owner at the time of GMP approval.

Paragraph 6.3.1.13: Costs not included in the Total "Not to Exceed" Reimbursable Costs listed in 6.1: Safety Awards **0.125%**

Article 16: Special Provisions:

Paragraph 16.2.1 Employment Eligibility Verification ("E-Verify"): E-Verify Number: **1423106**

Exhibits:

Exhibits **"B", "D" & "F"** are attached for reference.

EXHIBIT B

LIST OF CM EMPLOYEES

EMPLOYEE	TITLE	% TIME ON JOB
Van Mitchell	Regional Manager/Sr. PM	25%
Dirk Johnson	Superintendent	100%
Justin Sam	Project Manager	25%

EXHIBIT D

CONSTRUCTION TEAM REPRESENTATIVES

SBMC Project Director	John Williams
SBMC Project Assistant	Patricia Ledezma
Architect	Williamson Dacar Associates, Inc.
Consulting Engineers	N/A
Structural Engineer	N/A
Mechanical Engineer	N/A
Electrical Engineer	N/A
Construction Manager	Creative Contractors, Inc.
SBMC Instructional Member	Shane Hall, Principal
SAC Member	N/A

EXHIBIT F

A. **THE SCOPE OF WORK** includes but is not limited to, replacement of existing roof membranes and flashings with new on building #1, #2, #3, #4, #9, #10 and #11. The existing roof membranes have exceeded their useful life and require replacement. Additionally painting the exposed steel roof structure between building #2 and #5 and paint west elevation of building #2.

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN OWNER & CONSTRUCTION MANAGER

Amendment #: 1 **Amendment Date:** _____

This form is to be used for any revision to the established Agreement Between Owner & Construction Manager.

Project Name: Manatee High School Painting & Roofing
Construction Manager: Creative Contractors, Inc.
Construction Manager Address: 101 Creative Way
Clearwater, FL 33759

The work is as follows: The Scope of Work includes but is not limited to, replacement of existing roof membranes and flashings with new on building #1, #2, #3, #4, #9, #10 and #11. The existing roof membranes have exceeded their useful life and require replacement. Additionally painting the exposed steel roof structure between building #2 and #5 and paint west elevation of building #2.

This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (~~increased~~) (~~decreased~~) (unchanged) By: _____

Date of Substantial Completion including this amendment: March 29, 2024

Amount of Amendment:	$ 3,249,622.40
Previous Amount of Pre-Construction:	$ 22,225.00
New Total Amount:	$ 3,271,847.40

CONSTRUCTION MANAGER:

By: _____ By: Jerry Siminski

Name/Title: _____ Name/Title: Jerry Siminski, CCO

As Witnessed:

_____ Creative Contractors, Inc.
(Name of Corporation)

(Corporate Seal)

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: John Williams (Mar 4, 2024 12:17 EST), Project Director

Regional Counsel (Mar 5, 2024 13:29 EST), Director

Joseph A. Ranaldi (Mar 5, 2024 18:20 EST), Deputy Superintendent

Superintendent of Schools: _____

School Board Chairman: _____

SCHOOL DISTRICT OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

G.M.P. BUDGET SUMMARY

Project: **Manatee H.S. Roofing & Painting** Date: 2/29/2024

Contractor **Creative Contractors, Inc.**

ITEM	ITEM AMOUNT	TOTAL AMOUNT
Construction Expenses:		
Concrete and Masonry	$57,975.00	
Misc. Metals/Railings/Crossover Ladders	$171,925.00	
Doors, Frames, Hardware	$8,000.00	
Roof Carpentry	$14,300.00	
Roofing	$1,779,260.00	
Stucco repairs	$41,000.00	
Painting	$182,845.00	
Plumbing	$25,380.00	
Mechanical	$111,825.00	
LightningProtection	$118,237.00	
Electrical	$18,100.00	
Temporary Protection	$50,684.32	
Tax	$3,547.90	
Sub Total	$2,583,079.22	**$2,583,079.22**
General Conditions:		
Construction Supervision	$259,604.62	
General Conditions:	$112,346.72	
Sub Total	$371,951.34	**$371,951.34**
Overhead & Profit (Overall Project)		
Sub Total	$129,153.96	**$129,153.96**
Pre-Construction Expenses		
Original contract		
Sub Total	$22,225.00	**$22,225.00**
Unforseseen Conditions:		
Sub Total	$88,650.92	**$88,650.92**
Insurances,Bond, SDI :		
Sub Default Insurance - 1.25%	$32,288.49	
Builders Risk Insurance - By Owner	$0.00	
General Liability Insurance	$16,790.01	
P &P Bond	$27,708.46	
Sub Total	$76,786.96	**$76,786.96**
GMP TOTAL		**$3,271,847.40**

CREATIVE CONTRACTORS, INC.

Manatee H.S. Painting & Roofing Project
February 29, 2024
100% CD GMP

SUMMARY

DESCRIPTION			COST
CONSTRUCTION COST SUMMARY			
Construction Cost		$	2,583,079.22
	Subtotal Cost of Work	**$**	**2,583,079.22**
Subcontractor Default Insurance	1.25%	$	32,288.49
Construction Supervision		$	259,604.62
General Conditions		$	112,346.72
Builders Risk Insurance			By Owner
Liability Insurance	0.65%	$	16,790.01
Contingency: CM	3.00%	$	88,650.92
Construction Management Fee	5.00%	$	129,153.96
Payment & Performance Bond	0.86%	$	27,708.46
	Subtotal General Cost	**$**	**666,543.18**
	GMP TOTAL	**$**	**3,249,622.40**

JOB TITLE: Manatee H.S. Painting & Roofing Project
JOB LOCATION: 902 33rd St Ct W, Bradenton, FL 34205
100% CD GMP

DATE: February 29, [illegible]
DURATION: 8.0 MONTHS

	DESCRIPTION	QUAN	UNT	UNIT LAB	TTL LAB	UNIT MAT'L	TTL MAT'L	UNIT SUB	TOTAL SUB	TOTAL
	Demolition									
02050	Demolition Package									
02050	Roofing - Remove parapet cap flashing, cleats and related flashing		lsum		-		-	Included in roofing	-	-
02050	Roofing - Remove drain strainer ring		lsum		-		-	Included in plumbing	-	-
02050	Roofing - Clean inner surface of bowls, remove mastic and debris		lsum		-		-	Included in plumbing	-	-
02050	Roofing - Clean strainer ring surface		lsum		-		-	Included in plumbing	-	-
02050	Roofing - Inspect drain bowl for cracks or damage		lsum		-		-	Included in plumbing	-	-
02050	Roofing - Inspect drain bowl to pipe to ensure water tight		lsum		-		-	Included in plumbing	-	-
02050	Plumbing - Auger/snake clean drain pipe down to 40' past roof drain		lsum		-		-	Not Included	-	-
02050	Mechanical - All mechanical equipement to be removed and installed		lsum		-		-	Included in mechanical	-	-
02050	Mechanical - Remove flashing, sheathing, mechanical fasteners, supports, and		lsum		-		-	Included in mechanical	-	-
02050	Roofing - Remove all roof surface, flashing, blocking, trim, existing shingles, ply roofing system, cricket, miscellaneoous plys down to existing lightweight concrete surface, clean deck free of embeds and adhesives, clean surface to manufacturers		lsum		-		-	Included in roofing	-	-
	Demolition Subtotal									-
	Concrete and Masonry									
03001	Concrete and Masonary Package									
03001	Rough Opening for (2) new doors on building 2	1	lsum		-		-	8,000.00	8,000	8,000.00
03001	Repair light weight insulating concrete	4,500	sqft - Allowance		-		-	9.15	41,175	41,175.00
03001	Repair concrete sidewalks	400	sqft - Allowance		-		-	22.00	8,800	8,800.00
	Concrete and Masonry Subtotal									***57,975.00***
	Misc. Metals/Railing									
05000	Misc. Metal Package									
05000	Guidewires and Eye Bolt for the rocket exhaust vents (25/A1.4)	12	ea - Allowance		-		-	800.00	9,600	9,600.00
05000	Roof Hatch (One)	1	lsum		-		-	Included in roofing	-	-
05000	Metal Deck Repairs	1	Allowance		-		-	4,000.00	4,000	4,000.00
05000	Roof Hatch Steel Supports Shown on 1/A5.3	1	lsum		-		-	Included in roofing	-	-
05000	Mil Aluminum Ladders per detail (Qty 4)	1	lsum		-		-	32,700.00	32,700	32,700.00
05000	Mil Aluminum Gurdrails to meet OSHA Std (140 LF)	1	lsum		-		-	63,540.00	63,540	63,540.00
05000	Mil Aluminum Cross Over Stairs (Qty 5)	1	lsum		-		-	47,085.00	47,085	47,085.00
05000	All deck attachment/engineering	1	lsum		-		-	15,000.00	15,000	15,000.00
	Misc. Metals/Railing Subtotal									***171,925.00***
	Doors									
05000	Two new frame, door assembly, and threshold, Installation included	1	Allowance		-		-	8,000.00	8,000	8,000.00
	Misc. Metals Subtotal									***8,000.00***
	Roof Carpentery									
06240	Wood Blocking Replacement	2,000	LF - Allowance		-		-	7.15	14,300	14,300.00
	Misc. Metals Subtotal									***14,300.00***
	Roofing									
07499	Roofing Package	1	lsum		-		-	1,769,508.00	1,769,508	1,769,508.00
07499	Provide .040 anchor guard facia	1	lsum		-		-	Included	-	-
07499	Provide 45mil XT Fleece back inlieu of coverboard	1	lsum		-		-	Included	-	-
07499	Vent-thru-roof flashing (8" min above finish roof system)		lsum		-		-	Included	-	-
07499	Mechanically Fastened roof system on Roof 3 and 10		lsum		-		-	Included	-	-
07499	New cap flashing on all parapet walls (12' sections 0.063 Al)		lsum		-		-	Included	-	-
07499	New flashing, cants, and fibertite roof system on roof substrate and mechanical curbs		lsum		-		-	Included	-	-
07499	New fibertite kee 50 mil roofing system with new 5/8" recovery board		lsum		-		-	Included	-	-
07499	New metal-era wall and curb expansion joint caps		lsum		-		-	Included	-	-
07499	New wall scruppers and thru scrupper flashing (7" x 10")		lsum		-		-	Included	-	-
07499	New edge flashing on all exterior walls (12' sections 0.063 Al, 22ga steel cleat), Provide 6" strip min. over edge flashing attachments.		lsum		-		-	Included	-	-
07499	New field fabricated pipe flashing over all pipe supports.		lsum		-		-	Included	-	-
07499	Condensate line vault on building 9		lsum		-		-	Included	-	-
07499	3 1/2" Rigid Insulation and SM roof to wall Expansion Joint		lsum		-		-	Included	-	-
07499	Sacrifical Pad for lighting protection		lsum		-		-	Included	-	-
07499	Area I Building 4 Repairs	400	sqft - Allowance		-		-	24.38	9,752	9,752.00
	Roofing Subtotal									***1,779,260.00***
	Stucco Repairs									
09202	Stucco Repairs Breezeway and Building 2 (Excludes roof stucco repairs)	1	lsum		-		-	35,000.00	35,000	35,000.00
09202	Stucco repairs on Building 2 only for detail 5/A5.5	1	lsum		-		-	6,000.00	6,000	6,000.00
	Stucco Repairs Subtotal									***41,000.00***
	Painting									
09900	Prep and Paint Metal Beams at Breezeway	1	lsum		-		-	105,955.00	105,955	105,955.00
09900	Prep and Paint underside of Metal Roof at Breezeway	1	lsum		-		-	41,890.00	41,890	41,890.00
09900	Painting Stucco at Breezeway and Building 2 (Excludes roof stucco)	1	lsum		-		-	25,000.00	25,000	25,000.00
09900	Painting at Roof top walls of building 2 after stucco repairs due to roof tear off	1	lsum - Allowance		-		-	10,000.00	10,000	10,000.00
	Painting Subtotal									***182,845.00***
	Plumbing									
15400	Plumbing Package									
15400	Investigate roof drain and 40 feet of drain piping	4	days - Allowance		-		-	2,250.00	9,000	9,000.00
15400	Auger clean 40 feet of drain piping	4	days - Allowance		-		-	2,250.00	9,000	9,000.00
15400	Extend pipe on Building 2 NOTE 7/A5.1	11	ea - Allowance		-		-	180.00	1,980	1,980.00
15400	Downspout to pipe connection at Building 2 (Only at two locations)	2	ea - Allowance		-		-	1,000.00	2,000	2,000.00
15400	Cap vent pipe demo note 17	17	ea - Allowance		-		-	200.00	3,400	3,400.00
	Plumbing Subtotal									***25,380.00***
	Mechanical									
15500	Remove and reconnect mechanical equipment	1	lsum		-		-	111,825.00	111,825	111,825.00
	Mechanical Subtotal									***111,825.00***
	Lightning Protection									
16001	Lightning Protection Package (Not UL Rated)	1	lsum		-		-	118,237.00	118,237	118,237.00
16001	Seal and flash thru-roof assemblies, supply and install targets required		lsum		-		-	Included in roofing	-	-
16001	Remove and salvage existing lightning protection cable and air terminals		lsum		-		-	Included	-	-
16001	New lightning protection main cables, air terminals and rods		lsum		-		-	Included	-	-
16001	New lightning protection ground leaders		lsum		-		-	Included	-	-
	Lightning Protection Subtotal									***118,237.00***

JOB TITLE: Manatee H.S. Painting & Roofing Project
JOB LOCATION: 902 33rd St Ct W, Bradenton, FL 34205
100% CD GMP

DATE: February 29, [illegible]
DURATION: 8.0 MONTHS

	DESCRIPTION	QUAN	UNT	UNIT LAB	TTL LAB	UNIT MAT'L	TTL MAT'L	UNIT SUB	TOTAL SUB	TOTAL
	Electrical									
16001	Disconnect and Reconnect mechanical unit for install new roofing	1	lsum		-		-	10,100.00	10,100	10,100.00
16001	Power setup for field trailer	1	Allowance		-		-	3,000.00	3,000	3,000.00
16001	Additional Repairs to Existing Electrical	1	Allowance		-		-	5,000.00	5,000	5,000.00
	Electrical Subtotal									***18,100.00***
	Temporary Construction									
18500	Temp Site Parking		sqft		-		-	On-Site	-	-
18500	2 Scaffold Stairs Erection and Dismantle (rental 8 months)	1	lsum		-	14,460.00	14,460	-	-	14,460.00
18500	2 Trash Chutes on Scafold	1	lsum		-	5,324.32	5,324	-	-	5,324.32
18500	Scaffold Relocation (2)	1	lsum		-	3,600.00	3,600	-	-	3,600.00
18500	**Site Fencing**									
18500	Temp Fencing	2,000	lnft - Allowance		-	8.50	17,000		-	17,000.00
18500	Pedestrian Gates	8	each - Allowance		-	350.00	2,800		-	2,800.00
18500	Privacy/Windscreen	2,000	lnft - Allowance		-	2.25	4,500		-	4,500.00
18500	Fence Maintenance	2,000	lnft - Allowance		-	1.50	3,000		-	3,000.00
18500	Fence Relocations	1	each		-		-	n/a	-	-
	Temporary Construction Subtotal									***50,684.32***
	SUB TOTAL:				-		50,684		2,528,847	2,579,531.32
	TAX & BURDEN:			0.3873	-	0.07	3,548		N/A	3,547.90
					-		54,232		2,528,847	2,583,079.22
								COST CHECK:	2,583,079.22	2,583,079.22
								Total Cost of Work		**$ 2,583,079.22**

JOB TITLE: Manatee H.S. Painting & Roofing Project
JOB LOCATION: 902 33rd St Ct W, Bradenton, FL 34205
100% CD GMP

DATE: February 29, 2024
DURATION: 8.0 MONTHS

DESCRIPTION	QUAN	UNT	UNIT LAB	TTL LAB	UNIT MAT'L	TTL MAT'L	UNIT SUB	TOTAL SUB	TOTAL

Manatee H.S. Painting & Roofing Project 2/29/2024

	General Conditions	Notes	Quantity	Units	Labor	Material	Total
1	Field Trailer and Power Setup		8	mo		$1,150.00	$9,200.00
2	Field Trailer Delivery and Return		1	Alw		$3,500.00	$3,500.00
3	Lift Equipment/Lull/Forklift		6	mo		$1,850.00	$11,100.00
4	Rental Tools		8	mo		$500.00	$4,000.00
5	Misc. Equipment / Fuel		8	mo		$600.00	$4,800.00
6	Temporary Power	By Owner	0	mo		$250.00	$0.00
7	Temporary Water	By Owner	0	mo		$150.00	$0.00
8	Temporary Toilets	avg 4	8	mo		$600.00	$4,800.00
9	Trash Removal/Dumpsters	pulls	16	pls		$450.00	$7,200.00
10	Daily Cleaning / Casual Labor		1520	hours		$27.50	$41,800.00
11	Jobsite Fire Extinguishers		8	ea		$80.00	$640.00
12	First Aid Supplies Z-medical, etc		8	mo		$110.00	$880.00
13	Ice/Water/Cups		8	mo		$100.00	$800.00
14	Jobsite & Construction Signage		8	mo		$250.00	$2,000.00
15	Procore / Bluebeam		8	mo		$359.59	$2,876.72
16	CPM		8	mo		$250.00	$2,000.00
17	Cradlepoint or Internet		8	mo		$150.00	$1,200.00
18	Document Reproduction		8	mo		$450.00	$3,600.00
19	Blueprinting		8	mo		w/a	$0.00
20	Closeout Documents & As-Builts		1	ls		$2,500.00	$2,500.00
21	Project sign		1	each		$450.00	$450.00
20	Mobile Phone - PM		8	mo		$75.00	$600.00
21	Mobile Phone - Supt		8	mo		$150.00	$1,200.00
22	Fuel - PM		8	mo		$350.00	$2,800.00
23	Fuel - Supt		8	mo		$550.00	$4,400.00

General Conditions Sub-Total	$112,346.72

	Construction Personnel	Notes	Quantity	Units	Labor	Material	Total
1	Project Manager 35%		17.65	Wk	2665.38		$61,627.69
2	Field Superintendent (Full Time)		38.97	Wk	3051.92		$165,317.48
3	Project Administration 25%		11.75	Wk	1476.92		$24,121.85
4	Safety Manager (4 hrs per week)		128	Hrs	66.70		$8,537.60

Construction Personnel Sub- Total	$259,604.62

SCHEDULE C

Manatee H.S. Painting & Roofing Project
100% CD GMP

SCHEDULE C
ALLOWANCES

Item #	DESCRIPTION	AMOUNT	NOTES
001	Repair light weight insulating concrete	$ 41,175	Based on Linear Foot cost by Roofing subcontractor. Cost covers 4200 sqft of LWC repairs, with is approx. 5% of total roof area.
002	Repair concrete sidewalks	$ 8,800	Cost covers replacement of 400sqft of sidewalk repair at $22/sqft.
003	Guidewires and Eye Bolt for the rocket exhaust vents (25/A1.4)	$ 9,600	Cost covers the replacement of 12 guidewires and anchors per note 25 sheet A1.4 at $1,250 each.
004	Metal Deck Repairs	$ 4,000	If roof deck is damaged during tear off. Allowance of $4,000 is included to fix it. All additional cost to be covered by contingency.
005	Two new frame, door assembly, and threshold, Installation included	$ 8,000	Based on verbal budget provided by door supplier for providing NOA rated door and frame, hardware, threshold and installation.
006	Wood Blocking Replacement	$ 14,300	Based on Linear Foot cost by Roofing subcontractor, Cost covers 2000 lin.ft of wood blocking replacement.
007	Area I Building 4 Repairs	$ 9,752	Cost covers only 400 sqft of roof repairs on Area I building 4 at $24.38/sqft.
008	Painting at Roof top walls of building 2 after stucco repairs due to roof tear off	$ 10,000	Allowance based on phone review of plans and verbal budget provided by painting contractor Manatee Painting.
009	Investigate roof drain and 40 feet of drain piping	*$ 9,000*	Based on daily rate of $2,250 provided by PRS, 4 days total.
010	Auger clean 40 feet of drain piping	*$ 9,000*	Based on daily rate of $2,250 provided by PRS, 4 days total.
011	Extend pipe on Building 2 NOTE 7/A5.1	*$ 1,980*	Cost of $180 is considered for extending 11 vent piping if required after roofing per Note 7 on sheet A5.1.
012	Downspout to pipe connection at Building 2 (Only at two locations)	*$ 2,000*	Cost of $1000 is being carried for connecting one integral gutter on building 2 at two locations.
013	Cap vent pipe demo note 17	$ 3,400	The allowance covers the cost to cap and terminate 17 roof vents at $100 each.
014	Power setup for field trailer	$ 3,000	Allowance cover cost to provide power to the field trailer.
015	Additional Repairs to Existing Electrical	$ 5,000	Allowance cover cost for additional electrican support required during reroofing. All additional costs to be covered by contingency.
016	Site Fencing	$ 27,300	Allowance includes 2000LF of fencing as required.

Total Allowances $ 166,307

Note: The above costs ARE included in the proposal and are assumed to be installed at same time as base bid installation.

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Creative Contractors, Inc.
MHS Roof Replacement and Painting
100% CD Estimate - GMP

Qualifications, Assumptions & Clarifications
February 29th 2024

The following qualifications are submitted as an attachment to the Guaranteed Maximum Price (GMP) proposal and shall be incorporated into any agreement between the Owner and Creative Contractors, Inc. Where conflicts exist between language in these qualifications, assumptions, and clarifications document, the Agreement (and Addendums), and the Contract Documents, these qualifications, assumptions, and clarifications document shall govern.

Section 01 – General Qualifications

1-1. Basis of GMP

a. ***Plans and Specifications*** prepared by Williamson Design Associates and titled "Manatee High School Roof Replacement and Painting" Issued on 1/22/2024 100% Construction Documents.
b. A Drawings and Documents List is included in this GMP Report.
c. We assume existing site conditions, including utilities, are accurately displayed in the above-referenced documents.
d. The Owner and Architect shall provide electronic files to the CM upon request and execution of the proper release at no additional cost to the CM.
e. The CM will provide red-line As-Builts for Final Record Documents to the Owner/Architect in .pdf format. We do not include any electronic, CAD, or Revit As-Builts as part of our work scope.
f. Creative Contractors assumes a mutually agreed upon contract and terms, along with all mutually agreed insurance requirements and terms.

1-2. Insurance and Bonds

a. A Performance and Payment bond has been included.
b. All Risk or Builder's Risk shall be by Owner.
    i. All deductibles to be paid by the Owner.
c. General Liability, Excess General Liability, Workmen's Compensation and Automobile Liability Insurance are included in the GMP.

1-3. Building Permit Application and fees:

a. Application and review fees are by Owner.
b. Permit fees are by Owner.
c. Stormwater Plan (SWFWMD) Permit and fees by Owner.
d. Utility Deposits and meter/connection fees are by Owner.
e. Inspection fees are by Owner.
f. Threshold Inspections are by Owner.
g. Any other fees required by the local and/or state health department, or any other regulatory agency or AHJ are by Owner.

1-4. Subcontractor Default Insurance (SDI)

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MHS Roof Replacement and Painting
100% CD Estimate - GMP

Qualifications, Assumptions & Clarifications
February 29th 2024

a. All Subcontractors are enrolled into Creative Contractors, Inc. Subcontractor Default Insurance (SDI) program. SDI percentage of 1.25% will be calculated on the total for Subcontracts and Purchase Orders (including material, equipment, and taxes). Taxes cannot be broken out of this calculation. If something should occur with a subcontractor or vendor and we have to cover with SDI, the SDI insurance covers the complete cost, inclusive of applicable sales tax. CCI will reconcile the estimated amount of SDI at the end of the project with the actual total for awarded subcontracts and purchase orders and reconcile in the final change order to the School District of manatee County at the end of the project.

1-5. Project Schedule

a. We have included eight-month construction duration.
   i. Owner's written Notice to Proceed will be issued for construction.
   ii. Our scheduled duration is based on a continuous, uninterrupted performance of the work.
   iii. The Project Schedule assumes no force majeure delays, materials shortages, schedule impacts, work stoppages, or pandemic-related delays or stoppages.
b. Costs for an accelerated work schedule is not included in this GMP. Working hours are scheduled as Monday thru Friday, 7:00 a.m. to 3:30 p.m.
c. We do not include a cost-loaded schedule or cost correlation timeline.
d. We have included (10) working days total processing time for most submittals needing review by either architect, architect's consultant, or both.

1-6. Hazardous Materials:

a. Removal of any hazardous materials encountered during work and/or not identified by the Contract Documents is specifically excluded from this GMP.

1-7. Temporary Utilities and Facilities:

a. Power
   i. Creative Contractors, Inc. assumes adequate power for construction is available from owner's existing service or on nearby pole mounted transformer.
   ii. Consumption costs shall be by Owner.

b. Water
   i. Creative Contractors, Inc. assumes adequate water for construction is available from owner's existing service or at nearby fire hydrant.
   ii. Water consumption costs shall be by the Owner.
   iii. Any new service deposits, meter fees, etc. shall be by the Owner.
   iv. Water for any dust control systems, shall be sourced from the Owner's existing water supply. Consumption costs shall be by the Owner.
c. We do not include a separate computer or workstation for the Architect's or Owner's use within the field office. We do include internet access for use with their own computers. Use of the Construction Manager's internet service is at the sole risk of the Owner, Architect, and/or their consultants.

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100% CD Estimate - GMP

Qualifications, Assumptions & Clarifications
February 29th 2024

1-8. Existing Utilities and Location Confirmation:
   a. We include uncovering and documenting locations of existing utilities only as required to install our new work. We do not include utility confirmation, record drawings, or as-builts of all existing to remain utilities on the site.

1-9. Testing, Inspection, and monitoring:
   a. We do not include any Manatee County, municipality, or third-party inspection service fees, to include any associated overtime, premium time, or weekend inspection fees. These fees shall be paid directly by the Owner.
   b. All materials testing shall be by the Owner.
   c. All Threshold inspection services shall be by the Owner.
   d. All monitoring and observation services shall be by the Owner to include any associated overtime, premium time, or weekend inspection fees.

1-10. Costs for changes to the work, if necessary, associated with Permit Review, Owner, or other Authorities Having Jurisdiction (AHJ) comments and/or changes after approval of the GMP shall be funded by the Owner via change order to the contract.

1-11. Delegated Design:
   a. This GMP assumes all work depicted in the Contract Documents complies with all codes, ordinances, and regulations per all Authorities Having Jurisdiction (AHJ) and does not include any provisions for corrective work to the Contract Documents. Any corrective work required as a result of non-compliant design will result in an appropriate change in the contract amount and time of the Contract.
   b. Where delegated design is noted in the Contract Documents, it is assumed the Owner's Design Professional(s) have performed and incorporated any necessary design into the Contract Documents.

1-12. Domestic Manufacture:
   a. All materials shall be procured from sources common to their specific trade. Where materials are specified by acceptable manufacturer, source of materials shall be as commonly provided by that manufacturer and/or supplier. We do not include domestic origin for all products, materials, and/or assemblies.

1-13. We acknowledge the Owner's desire to participate in a Direct Order Purchase (DPO) program to realize sales tax savings due to the Owner's tax-exempt status. DPO's will be processed on single vendor material amounts $5,000.00 and greater only. Note: Not all vendors participate in DPO programs, specifically, but not limited to site contractors (earthwork and paving materials, joists manufacturers (steel and concrete), casework or custom wood fabricators, etc.)

1-14. Mitigation Measures: We are not in receipt of any specific mitigation measures or environmental surveys or assessments outside of the subject project and have not included costs for such mitigation in this GMP.

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Creative Contractors, Inc.
MHS Roof Replacement and Painting
100% CD Estimate - GMP

Qualifications, Assumptions & Clarifications
February 29th 2024

1-15. Where references to allowances are made, please refer to the Schedule of Allowances for dollar amounts included.

Section 02 – Work Scope Clarifications

2-1. Selective Demolition:
- a. Demolition will be by roofer. Scaffold access to roof is included in the proposal, but access to Building two roof will be via existing rooftop ladder.

2-2. Landscaping & Irrigation:
- a. No landscape or irrigation repair or replacement is included. Repair of landscape or irrigation will be funded from project contingency.

3-1. Concrete:
- a. Only 4500sqft of light weight insulating concrete repair is included. All addition sqft will be funded by project contingency.

5-1. Structural & Miscellaneous Steel / Railings:
- a. Price included for railing, roof access ladders, and walkover ladders is mill finished aluminum.
- b. Field testing, inspection and special inspections by Owner's agent.

7-1. Thermal/Moisture Protection:
- a. Roofing:
  - a) Only 88,000 sqft of roof replacement is included.
  - b) Value Engineering accepted by the project team and included in the price are:
    - i. Fibertite Anchor Gaurd Fascia 0.040 MIL will be provided and installed
    - ii. 45 MIL XT Fleece back will be installed in lieu of coverboard.
  - c) Roof system to be install in accordance with Florida Product Approval #.4930 R21
  - d) All sheet metal work to be fabricated and installed per Florida Building Code.
  - e) Workmanship warranty provided will be for 2 years. Manufacturer warranty will be for 20 years.

8-1. Doors/Frames/Hardware: An allowance of $8,000 is included for the replacement of two exterior doors, with frame, hardware and installation.

9-1. Interior and Exterior Framing, Sheathing, and Finishing / Stucco:
- a. ARBS curb installation is included in the pricing.

9-3. Stucco and Painting: Included in the base bid is only for building top roof top stucco repairs on and painting and flashing on the North and South elevation.

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Creative Contractors, Inc.
MHS Roof Replacement and Painting
100% CD Estimate - GMP

Qualifications, Assumptions & Clarifications
February 29th 2024

9-4. Acoustical Ceilings and Wall Panels:
   a. Acoustical Ceiling replacement or repairs is excluded.

10-1. Fire Protection:
   a. Fire protection scope is excluded.

15-2. Plumbing: The only plumbing scope included will be to investigate the roof drain and 40 feet of piping. Replace the stainer ring. Providing and installing new roof drains and piping is excluded. Cleaning drain bowl or 40' of piping is included. Water testing of drain and piping is excluded.

15-3. HVAC:
   a. Remove and reinstall existing rooftop HVAC equipment and vents are included.
   b. Scope to provide any new HVAC equipment is excluded.
   c. Existing HVAC equipment and vents are very old, and the contractor will not guarantee the equipment will work when reinstalled.
   d. Mechanical curbs will be replaced only were noted on the plans.

16-1. Electrical:
   a. Price to disconnect and reconnect the electrical for HVAC rooftop equipment's are included.

16-2. Lightning Protection:
   a. Lighting protection wiring will adhere directly to roof surface with M1 adhesive.
   b. UL letter of finding certification is excluded.

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AGENDA ITEM NO. 10.18

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Kinnan Elementary School, Lincoln Memorial Middle School, Moody Elementary School, Palmetto Elementary School, Stewart Elementary School - 2024 Media Centers Renovations - Agreement Between Owner and Bwas Design, PLLC, in the Amount of $101,250.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to enter into an agreement between Owner and Bwas Design, PLLC, which will provide architectural and engineering services for the 2024 Media Centers at Kinnan Elementary School, Lincoln Memorial Middle School, Moody Elementary School, Palmetto Elementary School, Stewart Elementary School. This will include construction documents coordinated with the construction manager to complete the overall design and scope of work for the project. The intent of the Renovations includes, but is not limited to the upgrade of interior finishes, configuration of furniture, and lighting upgrades.

Kinnan Elementary School, Lincoln Memorial Middle School, Moody Elementary School, Palmetto Elementary School, Stewart Elementary School 2024 Media Centers Renovations - Project Summary and the Contract Summary are attached for reference.

The Architect/Engineer Agreement is available for review at the Department of Construction Services.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends Approval of Kinnan Elementary School, Lincoln Memorial Middle School, Moody Elementary School, Palmetto Elementary School, Stewart Elementary School - 2024 Media Centers Renovations - Agreement between Owner and Bwas Design, PLLC, in the amount of $101,250.00. (Capital Funds)

Financial Impact
The fee for architectural and engineering services is $101,250.00. This fee is included in the total project budget requirement of $1,223,256.00

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
2024 Media Centers Project Summary
2024 Media Centers AE Contract Summary
2024 Media Centers Renovations - Bwas Design Proposal

2023 Media Centers

PROJECT DIRECTOR: Reginald Goff

ARCHITECT/ENGINEER:	Bwas.Design, PLLC	Currently on the District's Continuing Contracts List
CONSTRUCTION MANAGER:	McIntyre Elwell & Strammer General Contractors, Inc.	Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:	Universal Engineering Services, LLC	Currently on the District's Continuing Contracts List

PROJECT BUDGET: $1,223,256.00 (12/04/2024) Original Project Budget

HISTORY: Kinnan Elementary School - New School Construction in 2000 and currently has 659 student stations. Located at 3415 Tallevast Road, Sarasota, Florida, 34243.

Lincoln Memorial Middle School - In 1999 all buildings except the Administration and Media Center were new construction; the Administration and Media Buildings were remodeled. Currently there are 1107 student stations. Located at 305 17th Street East, Palmetto, Florida, 34221

Moody Elementary School - Located at 5425 38th Avenue West, Bradenton, Florida, 34221. In 2003, 2004 and 2005 various renovations were completed at the school. H. S. Moody Elementary School was constructed in 1976, on a site, IO acres in size. The school currently has 747 student stations. In 1998 the facility received a retrofit for technology.

Palmetto Elementary School - Located on an eight acre site at 1540 10th Street West, Palmetto, Florida 34221 .New school construction in 2010 - Currently 878 student station elementary school that meets or exceeds the educational requirements of the School District of Manatee County.

Stewart Elementary School - Located at 7905 15th Avenue NW, Bradenton, Florida, 34209. Currently has 540 student stations. Stewart Elementary School was renovated in 2005.

SCOPE: The project consists of the renovation of Media Centers located at Kinnan Elementary, Lincoln Memorial Middle, Moody Elementary, Palmetto Elementary and Stewart Elementary. The intent of the renovations includes, but is not limited to; upgrade of interior finishes, configuration of furniture and lighting upgrades.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 101,250.00	March 19, 2024	Pending	Architectural/Engineering Services
TOTAL	$ 101,250.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:				
TOTAL	$ -			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:				Plans Review, Permitting, Inspections & Fire Marshal Services
TOTAL	$ -			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
	$ -			
TOTAL	$ -			

AGREEMENT BETWEEN OWNER AND ARCHITECT/ENGINEER
CONTRACT SUMMARY

SBMC Contract No: **CON416**

Project and Location:

2024 Media Centers Renovations:
Kinnan Elementary - 3415 Tallevast Road, Sarasota, FL 34243
Lincoln Memorial Middle - 305 17th Street East, Palmetto, FL 34221
Moody Elementary 5425 38th Avenue West, Bradenton, FL 34209
Palmetto Elementary - 1540 10th Street West, Palmetto, FL 34221
Stewart Elementary – 7905 15th Avenue NW, Bradenton, FL 34209
Manatee County, Florida

Total Project Budget:

Design Services	$ 101,250.00
Construction Services	$ 1,103,182.00
Owner Services	$ 18,824 .00
FF&E Technology	N/A
Total Project Budget	$ 1,223,256.00

Project Schedule:

Date of Anticipated Notice to Proceed	March 19, 2024
Date of Substantial Completion	July 2024
Date of Final Completion	July 2024

Architect/Engineer ("AE") Bwas Design, PPLC
1201 6th Avenue West
Bradenton, Florida 34205; Office: (662) 415-2933

Construction Manager ("CM") McIntyre Elwell & Strammer General Contractors, Inc.
1645 Barber Road
Bradenton, Florida 34240; Office: (941) 377-6800

Section 1.4, Paragraph 1.4.3 Owner Construction Services Budget

Construction Costs	$ TBD
General Conditions	$ TBD
Overhead and Profit (CM Fee)	$ TBD
Preconstruction	N/A
Unforeseen Conditions	$ TBD
Bond	$ TBD
TOTAL	.00

Section 2.1, Paragraph 2.1.1 Lump Sum Architect/Engineering Fee

Basic Services	$ 101,250.00
Total Engineering Services	$
Total A/E Fee	$ 101,250.00

Article 15: Special Provisions

Paragraph 15.3.1 Employment Eligibly Verification ("E-Verity"): - E-Verify Number: SBAR7452

Exhibits

Exhibits "A" through "D" are attached for reference.

EXHIBIT A

CONSTRUCTION TEAM REPRESENTATIVES

SBMC Project Director	Reginald Goff
SBMC Project Assistant	Patricia Ledezma
Architect	Bwas Design, PLLC
Civil Engineers	N/A
Structural Engineer	N/A
Mechanical Engineer	ME3 Consulting Engineers, LLC
Electrical Engineer	ME3 Consulting Engineers, LLC
Construction Manager	McIntyre Elwell & Strammer General Contractors, Inc.
SBMC Instructional Member	Melissa Porco, Ronnie King, Natalie Jadid, Billie Jo Tyne-Fintel, Joe Hougland
SAC Member	N/A

EXHIBIT B

PERIODIC SITE VISITS

The A/E shall make a minimum of 10 site visits, including in coordinating with A/E Consultants and the CM as necessary, to become generally familiar with the progress and quality of the work and to determine if the work is proceeding in accordance with the Construction Documents

DISCIPLINE	NUMBER OF VISITS (minimum)
A/E	10 per project
Structural Engineer	N/A per project
MEP	3 per project
Civil Engineer	N/A per project
Landscape Architect	N/A per project

EXHIBIT C

2.2.2.1 A/E
Bwas Design, PLLC, 12016th Avenue West, Bradenton, FL 34205

Classification	Title	Hourly Rate
Principals	President	$ N/A
	Vice President	$ N/A
	Other Principals	$170.00
	Associate Architect	$ N/A
	Senior Project Architect	$ N/A
Supervisory	Architects	$ 160.00
	Project Manager	$ 140.00
Intern Architect	Intern Architect	$ 105.00
Interiors	Interior Designer	$ 120.00
Technical Staff	Technician I	$ 100.00
	Technician II	$ 85.00
	Historic Preservation Specialist	$ N/A
	Clerical	$ 60.00
	Expert Testimony	$ N/A

2.2.2.2 Civil Engineer N/A
NAME, ADDRESS, CITY, STATE, ZIP

Classification	Hourly Rate
Principal Engineer/P.E. Project Manager/P.E.	N/A
Project Engineer III/Project Manager III Project Engineer II/Project Manager II Project Engineer I/Project Manager I	N/A
Designer/Technician/Const. Observ. III Designer/Technician/Const. Observ. II Designer/Technician/Const. Observ. I	N/A
Draftsman/Illustrator III Draftsman/Illustrator II Draftsman/Illustrator I	N/A
Administrative/Clerical	N/A

2.2.2.3 Structural Engineer N/A
NAME, ADDRESS, CITY, STATE, ZIP

President	N/A
Senior Principal	N/A
Principal	N/A
Senior Project Manager	N/A
Project Manager	N/A
Senior Design Engineer	N/A
Design Engineer	N/A
Senior CADD Operator	N/A
CADD Operator	N/A
Senior Field Representative	N/A
Field Representative	N/A
Clerical	N/A

2.2.2.4 Mechanical, Electrical & Plumbing Engineer:
ME3 Consulting Engineering, LLC, 5300 Paylor Lane, Sarasota, FL 34240

Managing Principal	$ 175.00
Registered Engineer	$ 155.00
Engineer Technician	$ 140.00
CAD Operator	$ 95.00
Clerical	$ 70.00

2.2.2.5 Landscape Architect: N/A
NAME, ADDRESS, CITY, STATE, ZIP

Principal	N/A
Associate	N/A
Draftsman	N/A
Secretarial	N/A

2.2.2.6 Other:

EXHIBIT D

A. Project Description

The project consists of the renovation of 5 school media centers located at Kinnan Elementary, Lincoln Memorial Elementary, Moody Elementary, Palmetto Elementary, Stewart Elementary as Bwas Designs, LLC, proposal dated January 16, 2024 further defining the design services.

January 16, 2024

Reginald Goff, Project Director
Construction Services
School District of Manatee County
1 Matzke Way
Bradenton, FL 34208

RE: Stewart, Moody, Kinnan Palmetto Elementary School(s) Plus Lincoln Middle School Media Center limited improvements

Dear Mr. Goff,

Thank you for the opportunity to provide design services for this interior improvement for these schools. Included we have provided a break down as follows:

STEWART ES Media Center Project: See attached FISH drawing for general scope.

MOODY ES Media Center Project: See attached FISH drawing for general scope.

KINNAN ES Media Center Project: See attached FISH drawing for general scope.

PALMETTO ES Media Center Project: See attached FISH drawing for general scope.

LINCOLN MS Media Center Project: See attached FISH drawing for general scope

DESIGN TEAM PROPOSED:

Civil Engineering: NA

Architect: BWAS Design, Bradenton, FL

Structural Engineering: NA

Electrical Engineering: ME3, Sarasota, FL see proposal included

Mechanical/Plumbing Engineering: NA

Fire Protection Engineering: NA

Limited Interior design Services: BWAS Design

PROJECT DELIVERY METHOD: Design-Bid-Build with Construction manager at Risk (ME&S)

WORK ASSIGNMENT LEVEL OF SERVICE: Since the scope of work is limited, after the Space Plan is approved by SDMC Staff, BWAS design will go straight to Construction Documents and Specifications. The drawings will be sufficient to obtain a permit from SDMC's private provider Universal Engineering. Also these Documents can also be used by the CM to provide a GMP to SDMC Board.

SCOPE OF DESIGN SERIVCES TASK(S):

1. Design Project Management and meetings with SDMC and Construction Manager ME&S, Including meeting minutes.
2. As-built site visit for CAD backgrounds, Floor Plan, RCP and major Architectural elements based on documents in the SDMC Archives. This fee assumes CAD files are available if not additional services may be required.
3. Research on the SDMC archives as required.
4. Interior Design; materials color and patterns coordination with owners FFE selections.
5. Construction Documents for Bidding and Permitting.
6. Construction Administration: progress site visits, RFI's, Shop drawings and submittal review, as required.
7. Final Punch list walk-through at the time of substantial completion.

STEWART ES PROPOSED FEE:	BWAS $12,500.00 + ME3 Engineering $7,750.00	= $20,250.00
MOODY ES PROPOSED FEE:	BWAS $12,500.00 + ME3 Engineering $7,750.00	= $20,250.00
KINNAN ES PROPOSED FEE:	BWAS $12,500.00 + ME3 Engineering $7,750.00	= $20,250.00
PALMETTO ES PROPSOED FEE:	BWAS $12,500.00 + ME3 Engineering $7,750.00	= $20,250.00
LINCOLN MS PROPOSED FEE:	BWAS $12,500.00 + ME3 Engineering $7,750.00	= $20,250.00
	TOTAL PROPOSED FEE:	**$101,250.00**

DELIVERABLE

-Florida Registered Architect and Engineer(s) Signed and Sealed Construction Documents.

-Digital pdf's and up to 3 hard copies as requested.

REIMBURSABLES/ ADDITIONAL SERVICES

-If CAD files of the existing floor plans and ceiling are not available.

-Additional Services as required or requested: Time and Materials

Project Manager, Architect: $130/Hr

Drafting $85.00/Hr

NOT INCLUDED

- 3d Graphics or color renderings.

-FFE design or procurement.

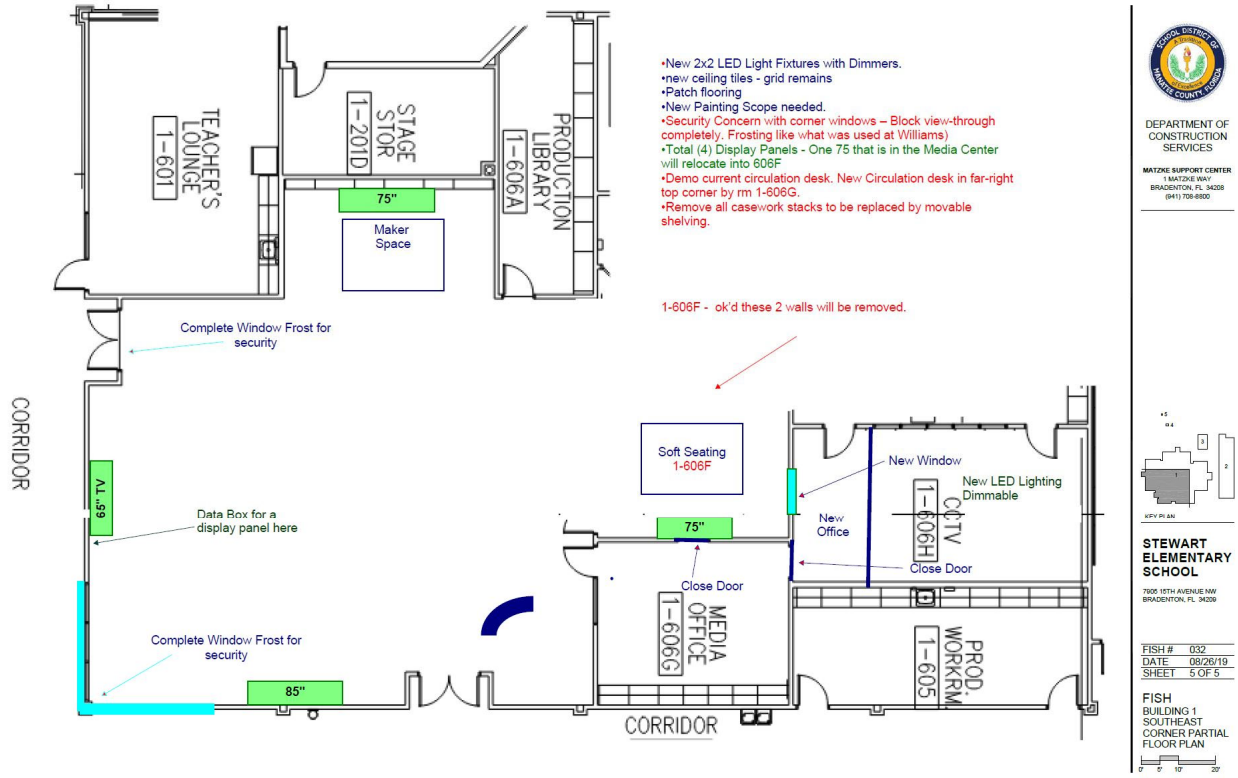
Thanks again for this opportunity. If you have any questions or comments, please let me know.

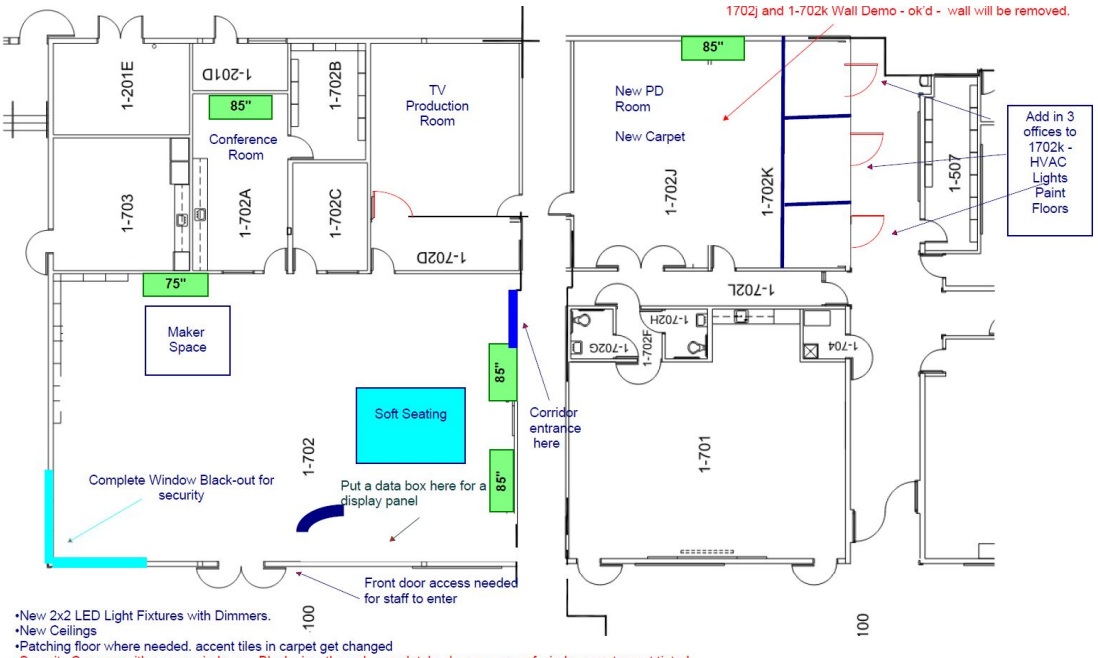
Sincerely,

David Bishop, LEED AP

Shannon Barrier, AIA

ATT: SDMC FISH floor plans, Stewart ES, Moody ES, Kinnan ES, Palmetto ES, Lincoln MS





- New 2x2 LED Light Fixtures with Dimmers.
- New Ceilings
- Patching floor where needed. accent tiles in carpet get changed
- Security Concern with corner windows – Block view-through completely - Leave a row of windows on top not tinted.
- Tint all Exterior Windows and doors
- Total (5) Display Panels
- New Painting Scope needed.
- Demo current circulation desk.
- Remove all casework stacks to be replaced by movable shelving.
- 1-702 D & E will be the new conference room, need to clear out. Remove wall between 1-702 D & E
- Maker space in front of 75" panel.
- 1-702J & K – new PD Rm - this wall will be removed.

BUILDING 1 PARTIAL FLOOR PLAN - PART "A"
SCALE: 1" = 20'-0"

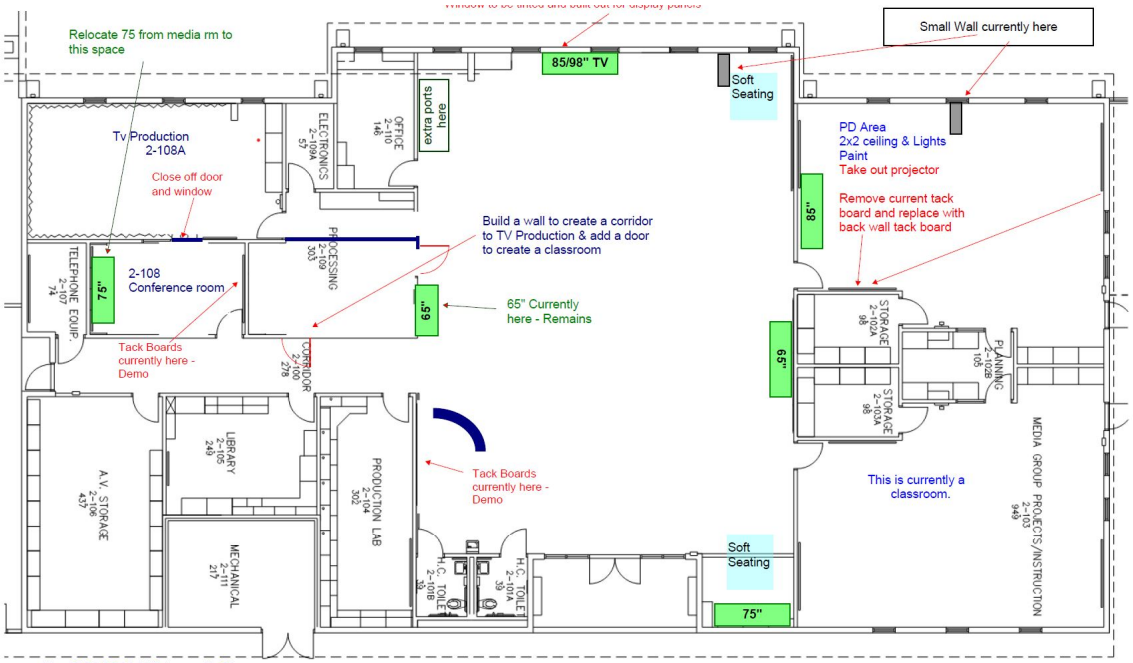
DEPARTMENT OF CONSTRUCTION SERVICES
MATZKE SUPPORT CENTER
1 MATZKE WAY
BRADENTON, FL 34208
(941) 708-8800

KEY PLAN

MOODY ELEMENTARY SCHOOL
5425 38TH AVENUE WEST
BRADENTON, FL 34209

FISH #	029
DATE	07/15/09
SHEET	2 OF 8

FISH
BUILDING 1 PARTIAL FLOOR PLAN - PART "A"



- New 2x2 LED Light fixtures with Dimmers.
- Ceilings Salvageable.
- Tint Windows & build out to install 85" Display Panels on west wall like Williams ES
- Total (6) Display Panels
- New Painting Scope needed.
- Patching floor where needed.
- Demo current circulation desk
- Remove all casework stacks to be replaced by movable shelving.

BUILDING 2 FLOOR PLAN
SCALE: 1" = 20'-0"

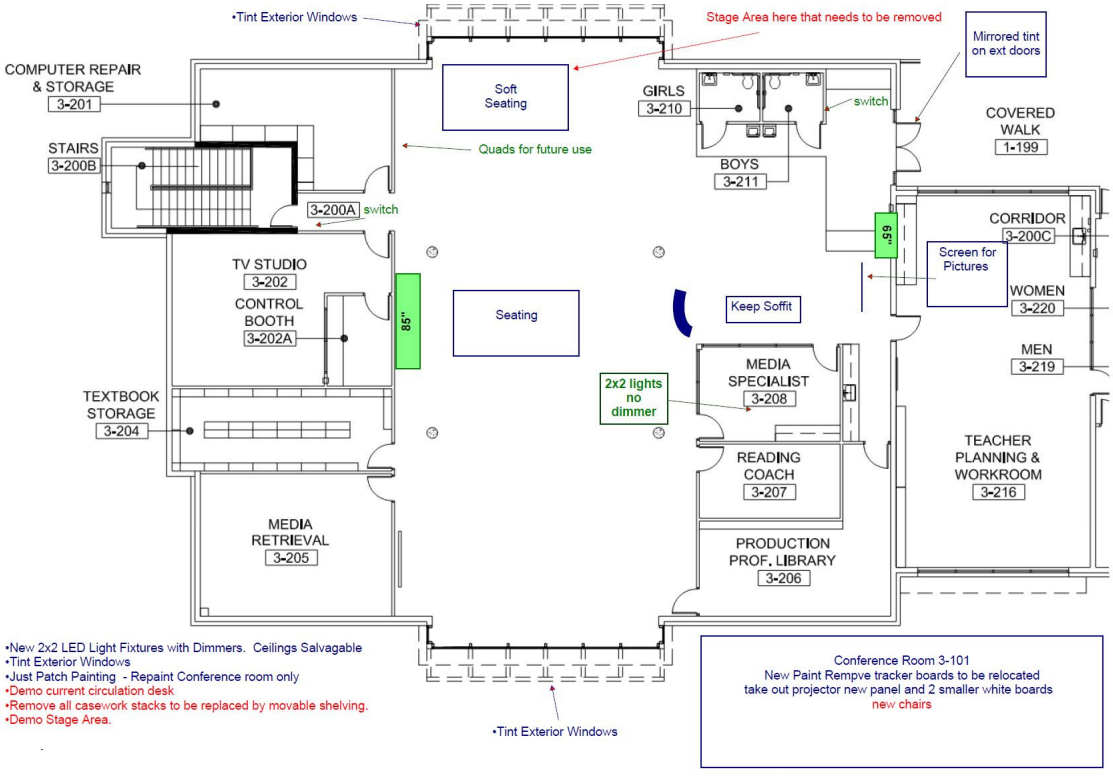
DEPARTMENT OF CONSTRUCTION SERVICES
MATZKE SUPPORT CENTER
1 MATZKE WAY
BRADENTON, FL 34208
(941) 708-8800

KEY PLAN

KINNAN ELEMENTARY SCHOOL
3415 TALLEVAST ROAD
SARASOTA, FL 34243

FISH #	052
DATE	08/28/19
SHEET	4 OF 9

FISH
BUILDING 2 FLOOR PLAN



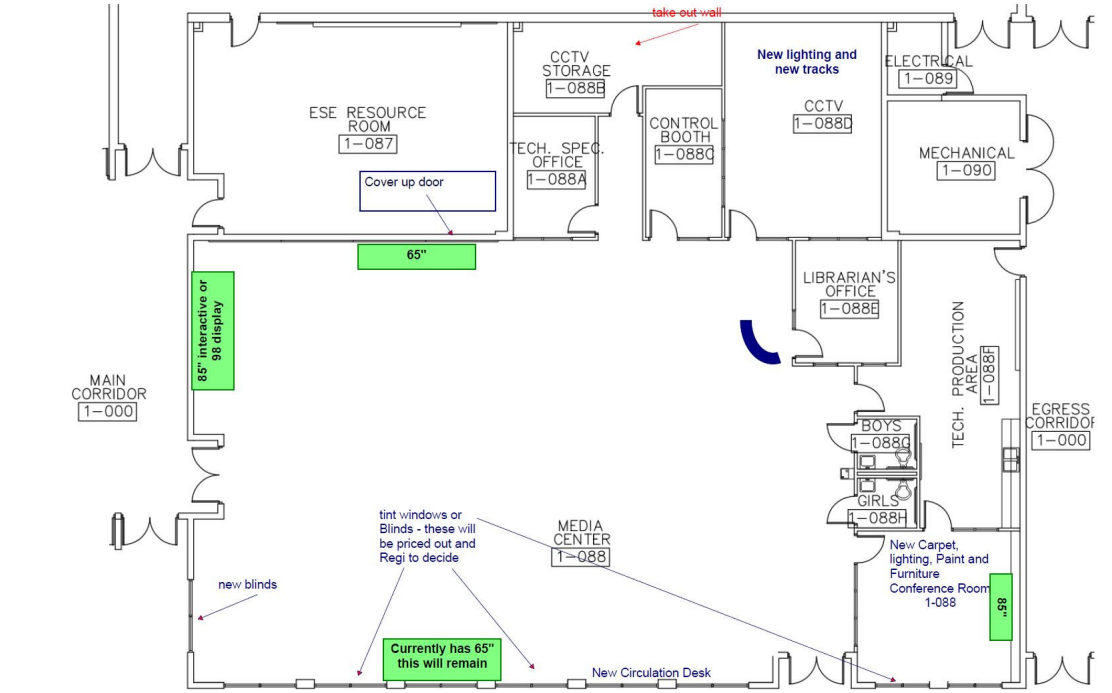
DEPARTMENT OF CONSTRUCTION SERVICES
MATZKE SUPPORT CENTER
1 MATZKE WAY
BRADENTON, FL 34208
(941) 708-6800

KEY PLAN

PALMETTO ELEMENTARY SCHOOL
1540 10TH STREET WEST
PALMETTO, FL 34221

FISH #	065
DATE	08/14/18
SHEET	4 OF 8

FISH
BUILDING 3
FLOOR PLANS



BUILDING 1 FLOOR PLAN
SCALE: 1" = 20'-0"

DEPARTMENT OF CONSTRUCTION SERVICES
MATZKE SUPPORT CENTE
1 MATZKE WAY
BRADENTON, FL 34208
(941) 708-6800

KEY PLAN

LINCOLN MIDDLE SCHOOL
305 17TH STREET EAST
PALMETTO, FL 34221

FISH #	023
DATE	07/08/09
SHEET	7 OF 10

FISH
BUILDING 1
FLOOR PLAN

AGENDA ITEM NO. 10.19

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Request to Declare Surplus and Donate Portables 162, 188, 198, 209, 263, 843, and 948 (No Financial Impact)

Executive Summary
Portables 162, 188, 198, 209, 263, 843, and 948 are currently located on the Lakewood Ranch High School campus, 5500 Lakewood Ranch Blvd, Bradenton, FL. Portables 162, 188, 198, 209, 263, 843, and 948 have been deemed unsatisfactory for continued use as classrooms, office space or storage. The cost for the District to renovate and or repair would exceed the current value and it is recommended that the units be taken out of service. In lieu of the District incurring cost to remove the portables from service, it is requested that portables 162, 188, 198, 209, 263, 843, and 948 be donated to Centro Restauracion Pacto Eterno Inc. (CRPE Academy). CRPE Academy provides infant, toddler, before and after school care as well as offering VPK, spring break and summer camp programs. CRPE will pay the relocation expenses to remove the portables from District property.

The portables are listed in the property records as follows:
Port-162 Portable, Classroom 24'x42'
Acquired January 1, 1989
Acquisition cost $26,761.94 (Net Book Value $0)

Port-188 Portable, Classroom 24'x42'
Acquired January 1, 1990
Acquisition cost $24,788.07 (Net Book Value $0)

Port-198 Portable, Classroom 24'x42'
Acquired January 1, 1990
Acquisition cost $24,331.84 (Net Book Value $0)

Port-209 Portable, Classroom 24'x42'
Acquired January 1, 1990
Acquisition cost $22,338.24 (Net Book Value $0)

Port-263 Portable, Classroom 24'x42'
Acquired January 1, 1991
Acquisition cost $29,039.16 (Net Book Value $0)

Port-843 Portable, Classroom 24'x42'
Acquired January 1, 1983
Acquisition cost $11,939.75 (Net Book Value $0)

Port-948 Portable, Classroom 24'x42'
Acquired January 1, 1986
Acquisition cost $17,555.06 (Net Book Value $0)

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 4
Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Recommendation
The Superintendent recommends approval of request to declare surplus and donate portables 162, 188, 198, 209, 263, 843, and 948 (No Financial Impact).

Financial Impact
Portables 162, 188, 198, 209, 263, 843, and 948 are fully depreciated. The cost to remove and transport the portables will be paid by Centro Restauracion Pacto Eterno, Inc. (CRPE Academy).

Contact
Submitting Department: Property Records/Records Management
Initiated By: Scott Hansen

Attachments:
Portables-162-188-198-209-263-843-948

February 29, 2024

To: Manatee County School District

We want to certify that our organization Centro Restauración Pacto Eterno, Inc with the DBA of CRPE Academy EIN #46-3262941, gratefully accepts your donation of 7 portable classrooms for our academy (CRPE Academy). The portables chosen are the following; 162, 188, 198, 209, 843, 948, and 263 for the food pantry. Manatee County has granted the permit to move them to our premises. Mr. David Howard our engineer is going to start a request for the permit. Our general contractor advises that Johnson and Son will take care of all the transportation of the portables. CRPE Academy is beyond grateful for this donation. The kids will be more comfortable and they will be getting the service and teaching that they deserve. With these portables we will be able to better serve our community.

If you need any further information please do not hesitate to contact me at your earliest convenience. My contact details can be found below.

Thanks,

Diana W. Mangual

Administrator Manager
CRPE Ministries/CRPE Academy
1621 66th Avenue Ter E,
Sarasota, FL 34243
P: 941-242-2515
C: 941-441-6339
E: dmangual.crpe@gmail.com

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

* * *

SCHOOL BOARD

February 26, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 162, DCA# E012519 located at Lakewood Ranch High School

Bill, per your request of 02/26/24, I inspected portable 162-located at L.W.R.H.S. campus. This unit is a 1989 24' x 42' Type 5 construction Classroom Building, being used as classroom. My inspection revealed the following.

1) The exterior siding has signs of wood rot in several places.
2) The lighting will need upgraded.
3) The interior floor in the restrooms are in need of replacement.
4) The V.C.T. and subfloor need replacement in the walkin closet.
5) The interior doors need replaced.
6) The exterior doors need replaced.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

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SCHOOL BOARD

February 26, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 188, DCA# E012543 located at Lakewood Ranch High School

Bill, per your request of 02/26/24, I inspected portable 188-located at L.W.R.H.S. campus. This unit is a 1990 24' x 42' Type 5 construction Classroom Building, being used as classroom. My inspection revealed the following.

1) The exterior siding has signs of wood rot in several places.
2) The lighting will need upgraded.
3) The interior floor in the restroom is in need of replacement.
4) The roof is in need of replacement.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

* * *

SCHOOL BOARD

February 08, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 198, DCA# E012553 located at Lakewood Ranch High School

Bill, per your request of 02/08/24, I inspected portable 198-located at L.W.R.H.S. campus. This unit is a 1990 24' x 42' Type 5 construction Classroom Building, being used as classroom. My inspection revealed the following.

1) The exterior siding has signs of wood rot in several places.
2) The lighting will need upgraded.
3) The interior floor and subfloor are in need of replacement.
4) Exterior doors need replaced.
5) The interior doors need replaced.
6) The V.C.T,. flooring needs to be replaced.
7) The roof needs to be replaced.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

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SCHOOL BOARD

January 30, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 209, DCA# E012330 located at Lakewood Ranch High School

Bill, per your request of 01/29/24, I inspected portable 209-located at L.W.R.H.S. campus. This unit is a 1990 24' x 42' Type 5 construction Classroom Building, being used as classroom. My inspection revealed the following.

1) The exterior siding has signs of wood rot in several places.
2) The lighting will need upgraded.
3) The interior floor in the restrooms are in need of replacement.
4) Exterior doors need replaced.
5) The interior doors need replaced.
6) The V.C.T,. flooring and underlayment, needs to be replaced.
7) The roof needs to be replaced.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

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SCHOOL BOARD

February 26, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 263, DCA# E288908 located at Lakewood Ranch High School

Bill, per your request of 02/26/24, I inspected portable 263-located at L.W.R.H.S. campus. This unit is a 1991 24' x 42' Type 5 construction Classroom Building, being used as storage room with a garage door. My inspection revealed the following.

1) The exterior siding has signs of wood rot in several places.
2) The lighting will need upgraded.
3) Exterior doors need replaced.
4) The interior doors need replaced.
5) All flooring and sub floor is in need of replacement.
6) Roof needs to be replaced

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

* * *

SCHOOL BOARD

January 30, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 843, DCA# E012420 located at Lakewood Ranch High School

Bill, per your request of 01/29/24, I inspected portable 843-located at L.W.R.H.S. campus. This unit is a 1983 24' x 42' Type 5 construction Classroom Building, being used as classroom. My inspection revealed the following

1) The lighting will need upgraded.
2) The interior floor in the restrooms are in need of replacement.
3) The interior walls need to be repainted
4) Exterior doors need replaced.
5) The interior doors need replaced.
6) The V.C.T & carpet needs to be replaced.
7) The roof needs to be replaced.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

School Board of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

* * *

SCHOOL BOARD

February 26, 2024

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton FL34208

Re: Portable 948, DCA# E012448 located at Lakewood Ranch High School

Bill, per your request of 02/26/24, I inspected portable 948-located at L.W.R.H.S. campus. This unit is a 1986 24' x 42' Type 5 construction Classroom Building, being used as classroom. My inspection revealed the following.

1) The exterior siding has signs of wood rot in several places.
2) The lighting will need upgraded.
3) The interior floor in the restrooms are in need of replacement.
4) Exterior doors need replaced.
5) The interior doors need replaced.
6) The V.C.T,. flooring needs to be replaced.
7) The roof needs to be replaced.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully Submitted

Michael Horsley
Project Manager
Capital Building Construction
Manatee County Schools

AGENDA ITEM NO. 10.20

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater Than $5,000.00 (Possible Incoming Funds to General Fund)

Executive Summary
Schools and departments have reported various items as obsolete, traded in on new equipment, unaccounted for, used for parts or stolen, and have requested the items be disposed.

School Board of Manatee County Policy 7320 - Sale, Transfer or Disposal of Real or Tangible Personal Property, outlines the procedures to be followed in the acquisition, supervision, accountability, control, transfer and disposal of the District's property.

Items are declared surplus in order to remove them from inventory accountability at the present Cost Center and dispose of them as provided for in Florida Statute 274. Disposition may involve any of the following: sale by public auction, sale or transfer to another governmental entity, scrap for reusable parts, recycled, donation to a School Board designated receiver, or abandonment at a public landfill.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready For Life | Goal 6
Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning

Recommendation
The Superintendent recommends approval of request to declare surplus and dispose of District tangible personal property greater than $5,000.00. (Possible Incoming Funds to General Fund)

Financial Impact
There is no cost to the General Fund. The remaining net book value of $2,406.78 will be removed from the property records. All revenue generated through auction and/or recycling will be placed in the District's General Fund.

Contact
Submitting Department: Property Records/Records Management
Initiated By: Scott Hansen

Attachments:
Surplus List-3-19-24

Tag Number	Descr	Serial ID	Acq Date	Tran Amt	NBV	Comment
170636	MOWER SCAG KAWASAKI 52" RIDING	9290258	6/30/2004	$ 6,343.20	$ -	USED FOR PARTS
170637	MOWER SCAG KAWASAKI 52" RIDING	929O232	6/30/2004	$ 6,343.20	$ -	USED FOR PARTS
283985	SWITCH HP J9825A 5412R	SG57GM52PV	10/27/2015	$ 5,292.01	$ -	OBSOLETE. PER AUTHORITATIVE BUSINESS SYSTEM (JD EDWARDS) USED AT TIME OF ACQUISITION, COST OF INDIVIDUAL SWITCH WAS $1081.55; UNIT WAS GROUPED AND VALUED/TAGGED AS A GROUP TO EXCEED $5,000. ASSET WAS LOCATED AT BUFFALO CREEK MS.
284014	SWITCH HP J9825A 5412R	SG56GM53HM	1/26/2016	$ 5,187.57	$ -	OBSOLETE. PER AUTHORITATIVE BUSINESS SYSTEM (JD EDWARDS) USED AT TIME OF ACQUISITION, COST OF INDIVIDUAL SWITCH WAS $1081.55; UNIT WAS GROUPED AND VALUED/TAGGED AS A GROUP TO EXCEED $5,000. ASSET WAS LOCATED AT NOLAN MS.
309644	STEAMER CLEVELAND GAS 24CGM200	180223050258	4/25/2018	$ 16,847.26	$ 2,406.78	UNECONOMICAL TO REPAIR, AUCTION. HOLE IN BOILER; ESTIMATED COST TO REPAIR: $13,000-$15,000
NO PR	1994 FORD ECONOLINE	1FDEE14H1RHB54675	1/1/2016	$ 2,847.00	$ -	UNECONOMICAL TO REPAIR. NON-RUNNING/MISSING MOTOR. VEHICLE WAS DONATED TO MTC AUTOMOTIVE PROGRAM. ESTIMATED VALUE BASED ON USED VALUE FOR MAKE/MODEL PER KBB.COM
NO PR	2005 HONDA CIVIC	JHMES96695S005420	1/1/2016	$ 4,214.00	$ -	UNECONOMICAL TO REPAIR. NON-RUNNING/HYBRID SYSTEM ERROR. VEHICLE WAS DONATED TO MTC AUTOMOTIVE PROGRAM. ESTIMATED VALUE BASED ON USED VALUE FOR MAKE/MODEL PER KBB.COM
NO PR	2009 GMC ACADIA	1GKIVIED5AJ108416	1/1/2016	$ 5,084.00	$ -	UNECONOMICAL TO REPAIR. NON-RUNNING; COMPUTER/ELECTRICAL ISSUE. VEHICLE WAS DONATED TO MTC AUTOMOTIVE PROGRAM. ESTIMATED VALUE BASED ON USED VALUE FOR MAKE/MODEL PER KBB.COM
NO PR	1997 TOYOTA COROLLA	1NXBB02E3VZ581811	1/1/2005	$ 1,780.00	$ -	UNECONOMICAL TO REPAIR. NON-RUNNING; PCM COMPUTER BAD. VEHICLE WAS DONATED TO MTC AUTOMOTIVE PROGRAM. ESTIMATED VALUE BASED ON USED VALUE FOR MAKE/MODEL PER KBB.COM
				$ 53,938.24	$ 2,406.78	

AGENDA ITEM NO. 10.21

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval for the District to Participate in the Statewide Mutual Aid Agreement - 2023 Between the School District of Manatee County and the State of Florida Division of Emergency Management (No Financial Impact)

Executive Summary
The Agreement is based on the existence of the following conditions:

A. The State of Florida is vulnerable to a wide range of emergencies and disasters that are likely to cause the disruption of essential services and the destruction of the infrastructure needed to deliver those services.

B. Such emergencies and disasters often exceed the emergency response and recovery capabilities of any one county or local government.

C. Such incidents may also give rise to unusual and unanticipated physical and technical needs which a local government cannot meet with existing resources, but that other local governments within the State of Florida may be able to provide.

D. The Emergency Management Act, chapter 252, Florida Statutes, provides each local government of the state the authority to develop and enter into mutual aid agreements within the state for reciprocal emergency aid in case of emergencies too extensive to be dealt with unassisted, and through such agreements ensure the timely reimbursement of costs incurred by the local governments which render such assistance.

E. Pursuant to chapter 252.32, Florida Statutes, the Division renders mutual aid among the political subdivisions of the state to carry out emergency management functions and responsibilities.

F. Pursuant to chapter 252, Florida Statutes, the Division has the authority to coordinate and direct emergency management assistance between local governments and concentrate available resources where needed.

G. Each party shall render assistance under this Agreement to any Requesting party to the extent practicable that its personnel, equipment, resources, and capabilities can render assistance.

A copy of the Agreement is attached for review.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 6
Maintain our robust security readiness and safety system across the District

Recommendation
The Superintendent recommends approval for the District to participate in the Statewide Mutual Aid Agreement - 2023 between the School District of Manatee County and the State of Florida Division of Emergency Management (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Safety and Security
Initiated by: Paul Damico

Attachments:
SMAA 2023

STATEWIDE MUTUAL AID AGREEMENT - 2023

This Agreement is an acknowledgment of receipt by the Florida Division of Emergency Management ("the Division") and the local government ("Participating Party") signing this Agreement. Execution of this agreement replaces all previous iterations and is active until a new agreement is drafted and requested by The Division.

This Agreement is based on the existence of the following conditions:

A. The State of Florida is vulnerable to a wide range of emergencies and disasters that are likely to cause the disruption of essential services and the destruction of the infrastructure needed to deliver those services.

B. Such emergencies and disasters often exceed the emergency response and recovery capabilities of any one county or local government.

C. Such incidents may also give rise to unusual and unanticipated physical and technical needs which a local government cannot meet with existing resources, but that other local governments within the State of Florida may be able to provide.

D. The Emergency Management Act, chapter 252, *Florida Statutes*, provides each local government of the state the authority to develop and enter into mutual aid agreements within the state for reciprocal emergency aid in case of emergencies too extensive to be dealt with unassisted, and through such agreements ensure the timely reimbursement of costs incurred by the local governments which render such assistance.

E. Pursuant to chapter 252.32, *Florida Statutes*, the Division renders mutual aid among the political subdivisions of the state to carry out emergency management functions and responsibilities.

F. Pursuant to chapter 252, *Florida Statutes*, the Division has the authority to coordinate and direct emergency management assistance between local governments and concentrate available resources where needed.

Based on the existence of the foregoing conditions, the Parties agree to the following articles:

ARTICLE I: DEFINITIONS

As used in this Agreement, the following expressions shall have the following meanings:

A. The "Agreement" is this Agreement, which shall be referred to as the Statewide Mutual Aid Agreement ("SMAA").

B. The "Division" is the Florida Division of Emergency Management.

C. A "Requesting Party" to this Agreement is a Participating Party who requests assistance under this agreement.

D. An "Assisting Party" to this Agreement is a Participating Party who provides assistance to a Requesting Party under this agreement.

E. The "Period of Assistance" is the time during which an Assisting Party renders assistance to a Requesting Party under this agreement and includes the time necessary for the resources and personnel of the Assisting Party to travel to the place specified by the Requesting Party and the time necessary to return to their place of origin.

F. A "Mission" is a documented emergency response activity performed during a Period of Assistance, usually in reference to one operational function or activity.

G. A "local government" is any educational district, special district, or any entity that is a "local governmental entity" within the meaning of section 11.45(1)(g), *Florida Statutes.*

H. An "educational district" is any school district within the meaning of section 1001.30, *Florida Statutes*, and any Florida College System Institution or State University within the meaning of section 1000.21, *Florida Statutes*.

I. A "special district" is any local or regional governmental entity which is an independent special district within the meaning of section 189.012(3), *Florida Statutes*, established by local, special, or general act, or by rule, ordinance, resolution, or interlocal agreement.

J. A "tribal council" is the respective governing bodies of the Seminole Tribe of Florida and Miccosukee Tribe of Indians recognized as special improvement district by section 285.18(1), *Florida Statutes*.

K. An "interlocal agreement" is any agreement between local governments within the meaning of section 163.01(3)(a), *Florida Statutes*.

L. A "Resource Support Agreement" as used in this Agreement refers to a supplemental agreement of support between a Requesting Party and an Assisting Party.

M. "Proof of work" as used in this Agreement refers to original and authentic documentation of a single individual or group of individuals' emergency response activity at a tactical level.

N. "Proof of payment" as used in this Agreement refers to original and authentic documentation of an emergency response expenditure made by an Assisting Party.

O. A "Reimbursement Package" as used in this Agreement refers to a full account of mission response documentation supported by proof of work and proof of payment.

P. Any expressions not assigned definitions elsewhere in this Agreement shall have the definitions assigned them by the Emergency Management Act, Chapter 252, *Florida Statutes*.

ARTICLE II: APPLICABILITY OF THE AGREEMENT

Any Participating Party, including the Division, may request assistance under this Agreement for a "major disaster" or "catastrophic disaster" as defined in section 252.34, *Florida Statutes*, minor disasters, and other such emergencies as lawfully determined by a Participating Party.

ARTICLE III: INVOCATION OF THE AGREEMENT

In the event of an emergency or anticipated emergency, a Participating Party may request assistance under this Agreement from any other Participating Party or the Division if, in the judgement of the Requesting Party, its own resources are inadequate to meet the needs of the emergency or disaster.

A. Any request for assistance under this Agreement may be oral, but within five (5) calendar days must be confirmed in writing by the Requesting Party. All requests for assistance under this Agreement shall be transmitted by the Requesting Party to another Participating Party or the Division. If the Requesting Party transmits its request for Assistance directly to a Participating Party other than the Division, the Requesting Party and Assisting Party shall keep the Division advised of their activities.

B. The Division shall relay any requests for assistance under this Agreement to such other Participating Parties as it may deem appropriate and coordinate the activities of the Assisting Parties to ensure timely assistance to the Requesting Party. All such activities shall be carried out in accordance with the State's Comprehensive Emergency Management Plan.

ARTICLE IV: RESPONSIBILITIES OF REQUESTING PARTIES

To the extent practicable, all Requesting Parties shall provide the following information to their respective county emergency management agency, the Division, and the intended Assisting Party or Parties. In providing such information, Requesting Parties should utilize Section I of the

Resource Support Agreement (RSA) Form, available via the Division approved documents SharePoint site[1].

A. A description of the Mission to be performed by the Assisting Party;

B. A description of the resources and capabilities needed to complete the Mission successfully;

C. The location, date, and time personnel and resources from the Assisting Party should arrive at the incident site, staging area, facility, or other location designated by the Requesting Party;

D. A description of the health, safety, and working conditions expected for deploying personnel;

E. Lodging and meal availability;

F. Any logistical requirements;

G. A description of any location or facility outside the territorial jurisdiction of the Requesting Party needed to stage incoming resources and personnel;

H. The location date, and time for personnel of the Requesting Party to meet and receive the personnel and equipment of the Assisting Party; and

I. A technical description of any communications equipment needed to ensure effective information sharing between the Requesting Party, any Assisting Parties, and all relevant responding entities.

ARTICLE V: RESPONSIBILITIES OF ASSISTING PARTIES

Each Party shall render assistance under this Agreement to any Requesting Party to the extent practicable that its personnel, equipment, resources, and capabilities can render assistance. If upon receiving a request for assistance under this Agreement a Party determines that it has the capacity to render some or all of such assistance, it shall provide the following information without delay to the Requesting Party, the Division, and the Assisting Party's County emergency management agency. In providing such information, the Assisting Party should utilize the Section II of the Resource Support Agreement (RSA) Form, available via the Division approved documents SharePoint site.

[1] FDEM approved documents such as activity logs and mutual aid forms can be found at: https://portal.floridadisaster.org/projects/FROC/FROC_Documents/Forms/AllItems.aspx?View=%7B6F3CF7BD%2DC0A4%2D4BE2%2DB809%2DC8009D7D0686%7D

A. A description of the personnel, equipment, supplies, services and capabilities it has available, together with a description of the qualifications of any skilled personnel;

B. An estimate of the time such personnel, equipment, supplies, and services will continue to be available;

C. An estimate of the time it will take to deliver such personnel, equipment, supplies, and services to the location(s) specified by the Requesting Party;

D. A technical description of any communications and telecommunications equipment available for timely communications with the Requesting Party and other Assisting Parties;

E. The names and contact information of all personnel whom the Assisting Party has designated as team leaders or supervisors; and

F. An estimated cost for the provision of assistance.

ARTICLE VI: RENDITION OF ASSISTANCE

The Requesting Party shall afford the emergency response personnel of all Assisting Parties, while operating within the jurisdictional boundaries of the Requesting Party, the same powers, duties, rights, and privileges, except that of arrest unless specifically authorized by the Requesting Party, as are afforded the equivalent emergency response personnel of the Requesting Party. Emergency response personnel of the Assisting Party will remain under the command and control of the Assisting Party, but during the Period of Assistance, the resources and responding personnel of the Assisting Party will perform response activities under the operational and tactical control of the Requesting Party.

A. Unless otherwise agreed upon between the Requesting and Assisting Party, the Requesting Party shall be responsible for providing food, water, and shelter to the personnel of the Assisting Party. For Missions performed in areas where there are insufficient resources to support responding personnel and equipment throughout the Period of Assistance, the Assisting Party shall, to the fullest extent practicable, provide their emergency response personnel with the equipment, fuel, supplies, and technical resources necessary to make them self-sufficient throughout the Period of Assistance. When requesting assistance, the Requesting Party may specify that Assisting Parties send only self-sufficient personnel and resources but must specify the length of time self-sufficiency should be maintained.

B. Unless the Requesting Party has specified the contrary, it shall, to the fullest extent practicable, coordinate all communications between its personnel and the responding personnel of the Assisting Parties, and shall determine and share the frequencies and other technical specifications of all communications equipment to be used, as appropriate, with the deployed personnel of the Assisting Parties.

C. Personnel of the Assisting Party who render assistance under this Agreement shall receive the usual wages, salaries, and other compensation as are normally afforded to personnel for emergency response activities within their home jurisdiction, and shall have all the immunities, rights, interests, and privileges applicable to their normal employment. If personnel of the Assisting Party hold local licenses or certifications limited to the jurisdiction of issue, then the Requesting Party shall recognize and honor those licenses or certifications for the duration of the Period of Assistance.

ARTICLE VII: REIMBURSEMENT

After the Period of Assistance has ended, the Assisting Party shall have 45 days to develop a full reimbursement package for services rendered and resources supplied during the Period of Assistance. All expenses claimed to the Requesting Party must have been incurred in direct response to the emergency as requested by the Requesting Party and must be supported by proof of work and proof of payment.

To guide the proper documentation and accountability of expenses, the Assisting Party should utilize the Claim Summary Form, available via the Division approved documents SharePoint site as a guide and summary of expense to collect information to then be formally submitted for review by the Requesting Party.

To receive reimbursement for assistance provided under this agreement, the Assisting Party shall provide, at a minimum, the following supporting documentation to the Requesting Party unless otherwise agreed upon between the Requesting and Assisting Parties:

A. A complete and authentic description of expenses incurred by the Assisting Party during the Period of Assistance;

B. Copy of a current and valid Internal Revenue Service W-9 Form;

C. Copies of all relevant payment and travel policies in effect during the Period of Assistance;

D. Daily personnel activity logs demonstrating emergency response activities performed for all time claimed (for FDEM reimbursement Division approved activity logs will be required for personnel activity claims);

E. Official payroll and travel reimbursement records for all claimed personnel expenses;

F. Neat and comprehensive fringe benefit calculations for each position class or category of claimed personnel;

G. Written justification for all additional expenses/purchases incurred during the Period of Assistance;

H. Proof of payment for additional/miscellaneous expenses incurred during the Period of Assistance

I. Equipment activity logs demonstrating equipment use and operation in support of emergency response activities for all time claimed (for FDEM reimbursement Division approved forms will be required for equipment activity claims);

J. Proof of reimbursement to all employees who incurred emergency response expenses with personal money;

K. Justification for equipment repair expenses; and

L. Copies of any applicable supporting agreements or contracts with justification.

If a dispute or disagreement regarding the eligibility of any expense arises, the Requesting Party, Assisting Party, or the Division may elect binding arbitration. If binding arbitration is elected, the Parties must select as an arbitrator any elected official of another Participating Party, or any other official of another Participating Party whose normal duties include emergency management, and the other Participating Party shall also select such an official as an arbitrator, and the arbitrators thus chosen shall select another such official as a third arbitrator.

The three (3) arbitrators shall convene by teleconference or videoconference within thirty (30) calendar days to consider any documents and any statements or arguments by the Division, the Requesting Party, or the Assisting Party concerning the protest, and shall render a decision in writing not later than ten (10) business days after the close of the hearing. The decision of a majority of the arbitrators shall bind the parties and shall be final.

If the Participating Parties do not elect binding arbitration, this agreement and any disputes arising thereunder shall be governed by the laws of the State of Florida and venue shall be in Leon County, Florida. Nothing in this Agreement shall be construed to create an employer-employee relationship or a partnership or joint venture between the participating parties. Furthermore, nothing contained herein shall constitute a waiver by either Party of its sovereign immunity or the provisions of section 768.28, Florida Statutes. Nothing herein shall be construed as consent by either Party to be sued by third parties.

ARTICLE VIII: COST ELIGIBLE FOR REIMBURSEMENT

The costs incurred by the Assisting Party under this Agreement shall be reimbursed as needed to make the Assisting Party whole to the fullest extent practicable.

A. Employees of the Assisting Party who render assistance under this Agreement shall be entitled to receive from the Assisting Party all their usual wages, salaries, and any and all other compensation for mobilization, hours worked, and demobilization. Such compensation shall include any and all contributions for insurance and retirement, and such employees shall continue to accumulate seniority at the usual rate. As between the employees and the Assisting Party, the employees shall have all the duties, responsibilities, immunities, rights, interests, and privileges incident to their usual employment. The Requesting Party shall reimburse the Assisting Party for these costs of employment.

B. The costs of equipment supplied by the Assisting Party shall be reimbursed at the rental rate established in FEMA' s Schedule of Equipment, or at any other rental rate agreed to by the Requesting Party. In order to be eligible for reimbursement, equipment must be in actual operation performing eligible work. The labor costs of the operator are not included in the rates and should be approved separately from equipment costs. The Assisting Party shall pay for fuels, other consumable supplies, and repairs to its equipment as needed to keep the equipment in a state of operational readiness. Rent for the equipment shall be deemed to include the cost of fuel and other consumable supplies, maintenance, service, repairs, and ordinary wear and tear. With the consent of the Assisting Party, the Requesting Party may provide fuels, consumable supplies, maintenance, and repair services for such equipment at the site. In that event, the Requesting Party may deduct the actual costs of such fuels, consumable supplies, maintenance, and services from the total costs otherwise payable to the Assisting Party. If the equipment is damaged while in use under this Agreement and the Assisting Party receives payment for such damage under any contract of insurance, the Requesting Party may deduct such payment from any item or items billed by the Assisting Party for any of the costs for such damage that may otherwise be payable.

C. The Requesting Party shall pay the total costs for the use and consumption of any and all consumable supplies delivered by the Assisting Party for the Requesting Party under this Agreement. In the case of perishable supplies, consumption shall be deemed to include normal deterioration, spoilage, and damage notwithstanding the exercise of reasonable care in its storage and use. Supplies remaining unused shall be returned to the Assisting Party in usable condition upon the close of the Period of Assistance, and the Requesting Party may deduct the cost of such returned supplies from the total costs billed by the Assisting Party for such supplies. If the Assisting Party agrees, the Requesting Party may also replace any and all used consumable supplies with like

supplies in usable condition and of like grade, quality and quantity within the time allowed for reimbursement under this Agreement.

D. The Assisting Party shall keep records to document all assistance rendered under this Agreement. Such records shall present information sufficient to meet the audit requirements specified in the regulations of FEMA and any applicable circulars issued by the State of Florida. Upon reasonable notice, the Assisting Party shall make its records available the Requesting Party for inspection or duplication between 8:00 a.m. and 5:00 p.m. on all weekdays, except for official holidays.

ARTICLE IX: INSURANCE

Each Participating Party shall determine for itself what insurance to procure, if any. With the exceptions in this Article, nothing in this Agreement shall be construed to require any Participating Party to procure insurance.

A. Each Participating Party shall procure employers' insurance meeting the requirements of the Workers' Compensation Act, as amended, affording coverage for any of its employees who may be injured while performing any activities under the authority of this Agreement, and shall be provided to each Participating Party.

B. Participating Parties may elects additional insurance affording liability coverage for any activities that may be performed under the authority of this Agreement .

C. Subject to the limits of such liability insurance as any Participating Party may elect to procure, nothing in this Agreement shall be construed to waive, in whole or in part, any immunity any Participating Party may have in any judicial or quasi-judicial proceeding.

D. Each Participating Party which renders assistance under this Agreement shall be deemed to stand in the relation of an independent contractor to all other Participating Parties and shall not be deemed to be the agent of any other Participating Party.

E. Nothing in this Agreement shall be construed to relieve any Participating Party of liability for its own conduct and that of its employees.

F. Nothing in this Agreement shall be construed to obligate any Participating Party to indemnify any other Participating Party from liability to third parties.

ARTICLE X: GENERAL REQUIREMENTS

Notwithstanding anything to the contrary elsewhere in this Agreement, all Participating Parties shall be subject to the following requirements in the performance of this Agreement:

A. All Participating Parties shall allow public access to all documents, papers, letters, or other materials subject to the requirements of the Public Records Act, as amended, and made or received by any Participating Party in conjunction with this Agreement.

B. No Participating Party may hire employees in violation of the employment restrictions in the Immigration and Nationality Act, as amended.

C. No costs reimbursed under this Agreement may be used directly or indirectly to influence legislation or any other official action by the Legislature of the State of Florida or any of its agencies.

D. Any communication to the Division under this Agreement shall be sent via either email, the Division of Emergency Managements Enterprise System (DEMES), or mail to the Response Bureau, Florida Division of Emergency Management, 2555 Shumard Oak Boulevard, Tallahassee, Florida 32399-2100.

E. Any communication to a Participating Party shall be sent to the official or officials specified by that Participating Party. For the purpose of this section, any such communication may be sent by the U.S. Mail, e-mail, or other electronic platforms.

ARTICLE XI: EFFECTS OF AGREEMENT

Upon its execution by a Participating Party, this Agreement shall have the following effect with respect to that Participating Party:

A. The execution of this Agreement by any Participating Party which is a signatory to the Statewide Mutual Aid Agreement of 1994 shall terminate the rights, interests, duties, responsibilities, and obligations of that Participating Party under the Statewide Mutual Aid Agreement of 1994, but such termination shall not affect the liability of the Participating Party for the reimbursement of any costs due under the Statewide Mutual Aid Agreement of 1994, regardless of whether such costs are billed or unbilled.

B. The execution of this Agreement by any Participating Party which is a signatory to the Public Works Mutual Aid Agreement shall terminate the rights, interests, duties, responsibilities and obligations of that Participating Party under the Public Works Mutual Aid Agreement, but such termination shall not affect the liability of the Participating Party for the reimbursement of any costs due under the Public Works Mutual Aid Agreement,

regardless of whether such costs are billed or unbilled.

C. Upon the activation of this Agreement by the Requesting Party, this Agreement shall supersede any other existing agreement between it and any Assisting Party to the extent that the former may be inconsistent with the latter.

D. Upon its execution by any Participating Party, this Agreement will continue in effect for one (1) year from its date of execution by that Participating Party, and it shall automatically renew each year after its execution, unless within sixty (60) calendar days before the renewal date the Participating Party notifies the Division, in writing, of its intent to withdraw from the Agreement.

E. The Division shall transmit any amendment to this Agreement by sending the amendment to all Participating Parties not later than five (5) business days after its execution by the Division. Such amendment shall take effect not later than sixty (60) calendar days after the date of its execution by the Division and shall then be binding on all Participating Parties. Notwithstanding the preceding sentence, any Participating Party who objects to the amendment may withdraw from the Agreement by notifying the Division in writing of its intent to do so within that time in accordance with section E of this Article.

F. A Participating Party may rescind this Agreement at will after providing the other Participating Party a written SMAA withdrawal notice. Such notice shall be provided at least 30 days prior to the date of withdrawal. This 30-day withdrawal notice must be: written, signed by an appropriate authority, duly authorized on the official letterhead of the Participating Party, and must be sent via email, the Division of Emergency Managements Enterprise System (DEMES), or certified mail.

ARTICLE XII: INTERPRETATION AND APPLICATION OF AGREEMENT

The interpretation and application of this Agreement shall be governed by the following conditions:

A. The obligations and conditions resting upon the Participating Parties under this Agreement are not independent, but dependent.

B. Time shall be of the essence of this Agreement, and of the performance of all conditions, obligations, duties, responsibilities, and promises under it.

C. This Agreement states all the conditions, obligations, duties, responsibilities, and promises of the Participating Parties with respect to the subject of this Agreement, and there are no conditions, obligations, duties, responsibilities, or promises other than those expressed in this Agreement.

D. If any sentence, clause, phrase, or other portion of this Agreement is ruled unenforceable or invalid, every other sentence, clause, phrase, or other portion of the Agreement shall remain in full force and effect, it being the intent of the Division and the other Participating Parties that every portion of the Agreement shall be severable from every other portion to the fullest extent practicable. The Division reserves the right, at its sole and absolute discretion, to change, modify, add, or remove portions of any sentence, clause, phrase, or other portion of this Agreement that conflicts with state law, regulation, or policy. If the change is minor, the Division will notify the Participating Party of the change and such changes will become effective immediately; therefore, please check these terms periodically for changes. If the change is substantive, the Participating Parties may be required to execute the Agreement with the adopted changes. Any continued or subsequent use of this Agreement following the posting of minor changes to this Agreement shall signify implied acceptance of such changes.

E. The waiver of any obligation or condition in this Agreement by a Participating Party shall not be construed as a waiver of any other obligation or condition in this Agreement.

NOTE: This iteration of the State of Florida Statewide Mutual Aid Agreement will replace all previous versions.

The Division shall provide reimbursement to Assisting Parties in accordance with the terms and conditions set forth in this Article for missions performed at the direct request of the Division. Division reimbursement eligible expenses must be in direct response to the emergency as requested by the State of Florida. All required cost estimations and claims must be executed through the DEMES Mutual Aid Portal and assisting agencies must use all required FDEM forms for documentation and cost verification. If a Requesting Party has not forwarded a request through the Division, or if an Assisting Party has rendered assistance without being requested to do so by the Division, the Division shall not be liable for the costs of any such assistance.

FDEM reserves the right to deny individual reimbursement requests if deemed to not be in direct response to the incident for which asset was requested.

IN WITNESS WHEREOF, the Parties have duly executed this Agreement on the date specified below:

FOR ADOPTION BY AN EDUCATIONAL DISTRICT

STATE OF FLORIDA
DIVISION OF EMERGENCY MANAGEMENT

By: _____ Date: _____

Kevin Guthrie, Executive Director or
Ian Guidicelli, Authorized Designee

_____

_____ SCHOOL DISTRICT, STATE OF FLORIDA

By: _____ By: _____

Title: _____ Title: _____

Date: _____

Approved as to Form:

By: _____

Attorney for District

AGENDA ITEM NO. 10.22

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval and Ratification of the Superintendent Scholarship Agreement with Florida Prepaid (No Financial Impact)

Executive Summary
Florida Prepaid will provide up to two 2-Year College Scholarships, each valued at approximately $8,000, for the Superintendent to award to up to two students in the School District of Manatee County. One of the two scholarships will be contingent upon the school district engaging in outreach specific to kindergarten families, including the distribution of co-branded folders that are produced and shipped by Florida Prepaid to the school district.

The Superintendent and school district will determine fair and reasonable award criteria for the scholarships and notify Florida Prepaid of the final selection of winners. The winners must meet the basic requirements to hold a Florida Prepaid College Plan (Florida resident, valid social security number, etc.) and will be bound by the terms and conditions of the Prepaid Plan Master Contract or Savings Plan Program Description and Participation Agreement.

In exchange for the scholarships, the school district agrees to make outreach to 100 percent of elementary and middle school parents in their district three times during Open Enrollment through any of their chosen communications methods. The Prepaid Plan Open Enrollment (OE) window is February 1, 2024 through April 30, 2024.

The Superintendent has executed the Superintendent Scholarship Agreement. If the School Board does not approve and ratify the agreement, then the school district will forfeit the two 2-Year College Scholarships.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready For Life | Goal 8
Expand acceleration opportunities for all middle and high school students

Ready For Life | Goal 9
Advance career-centered programs across the District to provide quality post-high school education and employment opportunities

Recommendation
The Superintendent recommends approval and ratification of the Superintendent Scholarship Agreement with Florida Prepaid (No Financial Impact).

Financial Impact
No financial impact.

Contact
Initiated by: Kevin Chapman

Attachments:
Manatee 2024

SUPERINTENDENT SCHOLARSHIP AGREEMENT: 2024 Open Enrollment

Florida Prepaid will provide up to two 2-Year College Scholarships (Each valued at approximately $8,000) for the superintendent to award to up to two students in the Manatee School District. One of the two scholarships will be contingent upon the district engaging in outreach specific to kindergarten families, including the distribution of co-branded folders that are produced and shipped by Florida Prepaid to the District.

The Superintendent and school district will determine fair and reasonable award criteria for the scholarships and notify Florida Prepaid of the final selection of winners. The winners must meet the basic requirements to hold a Florida Prepaid College Plan (Florida resident, valid social security number, etc.) and will be bound by the terms and conditions of the Prepaid Plan Master Contract or Savings Plan Program Description and Participation Agreement.

In exchange for the scholarships, the school district agrees to make outreach to 100 percent **of elementary and middle school parents** in their district **three times during Open Enrollment** through any of their chosen communications methods. The Prepaid Plan Open Enrollment (OE) window is February 1, 2024 through April 30, 2024.

Communication Methods Agreed Upon

Using the content and assets from the communications toolkit provided by Florida Prepaid, the Superintendent will commit to reaching **100% of elementary and middle school parents** in their district **three times during Open Enrollment** through any of their chosen outreach methods; proof of performance will need to be provided in the form of links, screenshots or a document with relevant information. We encourage you to build in advance your communications plan for reaching and inspiring families in your district to learn more about saving for college and to take action by the time Open Enrollment ends on April 30. Florida Prepaid will provide a library of assets and copy for emails, newsletters and social channels that the District can use for their communication to families.

Examples of Communications Deliverables include but are not limited to:

- Include Open Enrollment information in e-newsletters sent to parents from Superintendent
- Engage all elementary school principals to send email or e-news message to parents about Open Enrollment.
    - Superintendent communications team will send content to principals and ask them to send out to parents in their regular correspondence and/or to use on their social media channels

- Ask elementary school principals to include a web banner on their school's website

- Text or email direct to families
- Provide social promotion posts total during Open Enrollment and Early Enrollment Seasons) directly, from Superintendent/district or selected principals
    - This can include free webinar registration info that comes from Florida Prepaid
- Put Florida Prepaid logo with click through on main district website during Open Enrollment
- Distribute rack card/flier (printed and provided by Florida Prepaid) in student take-home folders for grades 1-5 or post digitally to student online portal such as Class Dojo
- Encourage principals to Include "College Savings Open Enrollment is now" message on school marquee signs first week of February
- Include OE info in 2-3 podcasts or regular recording/"show" put on by the superintendent
- Host Facebook live on school district channel during OE to share info from Florida Prepaid spokesperson with families
- Engage PTAs to include messaging in e-newsletters and/or social media and in meeting announcements
- Feature Florida Prepaid Open Enrollment Flyers and Video on TV Screens / Offices in Elementary Schools
- Feature Florida Prepaid Open Enrollment Video on Elementary School's Social Media Channel and during PTA Group Meetings
- Engage Florida Prepaid Team for Speaking opportunities with large groups (100+ PTA Meetings / Parent Nights)

Kindergarten Outreach Program (contingent upon the district opting to engage in outreach specific to kindergarten families)

- Distribute co-branded take-home folders to all kindergarten families
- Include Florida Prepaid Open Enrollment information during kindergarten registration events in Spring 2024

To receive the scholarships, the district must follow the calendar below and provide proof of completion of partnership deliverables.

Calendar of Events

March 5, 2024	Finalize parameters of partnership agreement
March 5, 2024	School district to determine specific calendar of activities that will occur for promotion
March-April 2024	Prepaid Plan Open Enrollment promotion
April 15, 2024	District to select and announce scholarship recipient(s), provide names to Florida Prepaid
May 2024	The School District will provide proof of performance recap of communication efforts. Florida Prepaid funds the scholarships

District Approval

02/28/2024

Date

Florida Prepaid Approval

2/29/2024

Date

AGENDA ITEM NO. 10.23

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the North River Charter Academy Contract for the 2024-2030 School Years (No Financial Impact)

Executive Summary
North River Charter Academy (NRCA) submitted an application for a charter school to serve the K-8 grade population. Florida Statute 1002.33(6)(b) requires that the School Board shall receive and review all applications for a charter school. The application was approved by the School Board on December 12, 2023. Upon approval of the application, the SDMC and NRCA entered contract discussions. The resulting contract is attached, and if approved by the Board, the contract shall become effective March 19, 2024, and shall be for a term of six (6) years, to include up to two (2) planning years, commencing on July 1, 2024, and ending on June 30, 2030, unless terminated or extended.

The North River Charter Academy will offer an education program to students in grades K-8 with a projected enrollment of 488 in the 2025-26 school year for grades K-4, with a maximum enrollment of 1310 by Year 5 for grades K-8. The 2024-2025 school year will serve as a planning year.

Per the NRCA application, "The Mission of North River Charter Academy is to provide a challenging, innovative, and authentic learning environment for all students that fosters curiosity, creativity, and critical thinking through a hands-on learning approach that focuses on the STEAM disciplines in a school environment where every child feels welcomed. Our students will develop key skills such as collaboration, problem solving, and leadership that will inspire them to become lifelong learners and prepare them to solve real-world problems using their knowledge and skills."

The NRCA contract meets the state requirements as set forth in Florida Statute 1002.33. A copy of the contract is attached, along with related appendices.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Learn | Goal 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

Recommendation
The Superintendent recommends approval of the charter contract for North River Charter Academy. (No Financial Impact)

Financial Impact
North River Charter Academy will receive ninety five percent (95%) of the Full-time Equivalent (FTE) for the first two hundred-fifty (250) students attending the charter school, and other appropriate funds based on actual enrolment as reported in FTE survey reports. The administrative fee provides the charter management services, procession of teacher certification data, and information services including access to student information systems.

Contact
Prepared by: Dr. Valerie Hyer, Coordinator, Charter Schools

Attachments:
Appendix 1 NRCA Charter Application.pdf
Appendix 2 NRCA Articles of Incorporation & ByLaws.pdf
Appendix 4 NRCA Management Contract.pdf
NRCA Contract 3.5.24.pdf

MODEL FLORIDA CHARTER SCHOOL APPLICATION

NORTH RIVER CHARTER ACADEMY
Submitted August 31, 2023

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: North River Charter Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: North River Charter Academy, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State? Yes
Provide the name of the person who will serve as **the primary contact** for this Application.
The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: William Staros, Jr.

TITLE/RELATIONSHIP TO NON-PROFIT: Regional Vice President, FORZA Education Management, LLC

MAILING ADDRESS: P.O. Box 830 Parrish, FL 34219

PRIMARY TELEPHONE: (954) 347-1540 ALTERNATE TELEPHONE: (727) 642-9319

E-MAIL ADDRESS: wstaros@forzaedu.com

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

Full Name	Current Job Title & Employer	Role with Proposed School
Mark McCabe	Loan Office, Summit Mortgage	Board President
Fugang (Frank) Zhou	Small Business Owner	Board Vice President
Gwen DaPore	Retired Educator	Board Secretary
Charles Malatesta	CEO, FORZA Education Management	ESP
William Staros, Jr	Regional Vice Pres., FORZA Education Management	ESP
Jose Rubio	Regional Vice Pres., FORZA Education Management	ESP
Curtis Fuller	Building Hope	Consultant
Jenna Hodgens	Educational Consultant	Consultant
Raquel M. Espinosa	Educational Consultant Impact Learning Strategies, LLC	Consultant

Projected Date of School Opening (Month/Year): August 2025

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

No 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.*)
No Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
No Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
No Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
Yes 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: **FORZA Education Management, LLC**
No 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.)
No 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**

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
		N/A		

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
N/A			

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? **X Yes** No *If yes, complete DOE Form IEPC-M1A which can be found at*

http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.

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

Mark McCabe — *Signature*

Board President — *Title*

Mark McCabe — *Printed Name*

July 31, 2023 — *Date*

EXECUTIVE SUMMARY

In the 21st century, it has become imperative for every country to raise individuals who are scientifically literate, who can keep up with the changing information and technology, who will respond to the needs of the education and business world, and who have high-level of cognitive skills. North River Charter Academy (NRCA) will endeavor to teach students relevant, in-demand skills that will prepare them to become innovators in an ever-evolving world. In its efforts to equip students with the skills and knowledge they will need to be successful innovators in a 21st century workforce, the school will incorporate a focus on STEAM—the educational discipline that engages students around the subjects of Science, Technology, Engineering, the Arts and Math. STEAM is an educational discipline that aims to spark an interest and lifelong love of the arts and sciences in children from an early age. Science, Technology, Engineering, the Arts and Math are similar fields of study in that they all involve creative processes, and none uses just one method for inquiry and investigation. Through a focus on STEAM disciplines, North River Charter Academy aims to promote critical thinking and problem-solving skills amongst all learners, regardless of academic levels and backgrounds. The NRCA Board believes that STEAM plays a critical role in students' global competitiveness and future economic prosperity.

Literacy skills are essential for academic, career, and economic success. For students, the process of learning to read constructs the foundation for everything that comes after it, opening new worlds of limitless potential, from learning to discerning, achieving, and innovating. Reading proficiently is essential for all students as it allows students to access content across the subject areas and learn about subject matters outside of their environment. Early reading instruction is the single most urgent task in the field of education. NRCA believes that there is nothing more important than teaching young people to read. NRCA further believes that all students can become skilled readers, and the best way to get them there is explicit, systematic, and evidence-based literacy instruction grounded in the body of research that has proven that teaching students to read is an art and a science. NRCA has reviewed extensive research that has been conducted over several decades on the **Science of Reading (SOR)**. These studies address a vast array of questions, including the specific elements required for children to learn to read, and how educators can best help them become skilled readers**.** Based on its review, NRCA has determined that a **Structured Literacy** approach is the most effective instructional technique for successful reading development. Structured Literacy refers to teacher-led instruction that delivers explicit, systematic literacy education, including important components of literacy from phonics to reading comprehension. NRCA will use a Structured Literacy approach to empower educators to help all students become stronger readers.

Throughout their lives, students will be asked to solve problems, analyze information, think critically, and communicate their ideas effectively about myriad topics. For students to develop these skills, writing needs to be taught and practiced across disciplines. Frequent writing in courses has been shown to improve content retention, critical analysis, and literacy. Students who process course material through writing retain that information longer, improve critical thinking skills, and become more nuanced readers and writers. NRCA will prioritize **Writing Across the Curriculum (WAC)** as a means of helping students internalize the content they are learning within each discipline. "Writing to Learn" (WTL) is a strategy that helps students think deeply about a text by activating background knowledge about a text, recording thinking while reading a text, and

extending thinking about what was read. It is used before, during, and after reading a text. NRCA will use this strategy to support students' comprehension and understanding of the material they are learning in each content area.

NRCA believes that focusing on academics alone does not provide a well-rounded and robust learning program for students that will meet the needs of the whole child. As such, NRCA will implement the ***Leader in Me*** program which embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to teach LEADERSHIP to every student; create a CULTURE of student empowerment; and align systems to drive results in ACADEMICS. Research findings reveal that schools that have implemented *Leader in Me* have seen a positive impact on student behavior and an increase in student engagement and academic achievement. Furthermore, the program has helped prepare teachers to create goal-centered classrooms that empower students to lead their own learning.

The mission and vision of North River Charter Academy captures the beliefs and philosophy of the school's educational program. The statements provide an overview of the Board's mission and vision for all students and define the culture that will be fostered and embedded at the school.

*The **Mission of North River Charter Academy** is to provide a challenging, innovative, and authentic learning environment for all students that fosters curiosity, creativity, and critical thinking through a hands-on learning approach that focuses on the STEAM disciplines in a school environment where every child feels welcomed. Our students will develop key skills such as collaboration, problem solving, and leadership that will inspire them to become lifelong learners and prepare them to solve real-world problems using their knowledge and skills.*

*The **Vision of North River Charter Academy** is to establish a student-centered and nurturing learning environment that actively engages all students in their learning and leads them toward achieving their maximum potential both academically and personally. Our vision is that each child will develop socially, emotionally, physically, and intellectually through the care, guidance, and support provided by our staff.*

NRCA's Guiding Principles emphasize not only the academic success of each child, but also the social, emotional, and physical well-being of each student. Additionally, the Guiding Principles focus on building trust with families and the community through open communication, positive relationships, and a welcoming environment that encourages and empowers parents and other members of the community to be full partners in the academic success of all students.

The NRCA Board of Directors is committed to fostering the school's mission, vision, and guiding principles which focus on providing an exceptional program for students in the Parrish/North River area of Manatee County. NRCA will offer families another educational option for their children and will attract students interested in the STEAM disciplines. The Board and applicant team, coupled with the support and expertise of FORZA Education Management, have the capacity to successfully open and operate a high-quality school as already achieved with their successful opening and operation of Gulf Coast Charter Academy South, Oak Creek Charter School of Bonita Springs, and Parrish Charter Academy.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

Mission

The Mission of North River Charter Academy is to provide a challenging, innovative, and authentic learning environment for all students that fosters curiosity, creativity, and critical thinking through a hands-on learning approach that focuses on the STEAM disciplines in a school environment where every child feels welcomed. Our students will develop key skills such as collaboration, problem solving, and leadership that will inspire them to become lifelong learners and prepare them to solve real-world problems using their knowledge and skills.

Vision

The vision of North River Charter Academy is to establish a student-centered and nurturing learning environment that actively engages all students in their learning and leads them toward achieving their maximum potential both academically and personally. Our vision is that each child will develop socially, emotionally, physically, and intellectually through the care, guidance, and support provided by our staff.

Guiding Principles

North River Charter Academy's Eight Guiding Principles are as follows:

1. Provide a challenging, innovative, and authentic learning environment where all children learn through hands-on experiences and problem-solving.
2. Provide a student-centered and collaborative learning environment that allows students to become active participants in their own learning.
3. Recognize the individuality and potential for each child to succeed both academically and personally.
4. Motivate students to take risks and build self-confidence and independent thinking by providing students with a learning environment that invites students to express opinions and ideas.
5. Nurture the individual and unique talents and skills of all children to help them reach their full potential.
6. Foster a caring and supportive learning environment that emphasizes the social, emotional, physical, and intellectual development of each child.
7. Promote life skills such as leadership, responsibility, accountability, problem solving, adaptability, effective communication, collaboration, teamwork, initiative, self-direction, self-reliance, self-discipline, and self-confidence.

8. Build trust with families through open communication, positive relationships, and a welcoming environment that encourages and empowers parents to be full partners in the academic success of all students.

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

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE 3 (2.A)
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE 77 *(*10.C)
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE 50 (5.C)

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) 1, 24, 53, 75, 90, 97
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) 26-37, 44-45
- *Encourage the use of innovative learning methods.* PAGE(S) 3, 5, 6, 7
- *Require the measurement of learning outcomes.* PAGE(S) 50-53

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

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

- *Create innovative measurement tools.* PAGES(S) 51, 52
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGE 5
- *Expand the capacity of the public school system.* PAGE 5
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE 5
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE 96

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the

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

North River Charter Academy (also referred to as "NRCA" or "the School") will accept all students who submit a timely application, unless the number of applications exceeds the capacity of the grade level or building in accordance with its charter school contract. In such a case, all applicants will have an equal chance of being admitted through a random selection process. The school will use a lottery system for admissions when enrollment numbers exceed maximum school or grade capacity. It is anticipated that the majority of students who enroll at NRCA will be from Manatee County and, primarily, the local Parrish community and surrounding areas. However, in accordance with s. 1002.31(2)(a), F.S., the School will allow parents from other school districts to enroll students who are not subject to a current expulsion or suspension provided the school has not reached its maximum capacity. According to FLDOE's EduData Portal, the 2022-2023 student demographics were as follows: 61% economically disadvantaged, 12% current ELL; 15% student with disabilities; 41% White; 36% Hispanic; 12% Black; 5% Multi-Racial; 2% Asian: and 0.1% American Indian. Students residing in the district may not be displaced by a student from another district seeking enrollment under this open enrollment process, as stipulated in s.1002.31(2)(e). NRCA will not discriminate in the admission of students in accordance with the Florida Education Equity Act. Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in the School.

In accordance with s. 1002.33(10)(d), F.S., enrollment preferences will be given to the following student populations:

1. Students who are siblings of a student enrolled at the school
2. Students who are the children of a member of the Governing Board of the school
3. Students who are the children of an employee of the school
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.
5. Students who have successfully completed, during the previous year, a voluntary prekindergarten education program under ss. 1002.51-1002.79 provided by the charter school, the charter school's governing board, or a voluntary prekindergarten provider that has a written agreement with the governing board.
6. Students who are the child of the School's Safe School Officer which includes School Resource Officers, School Safety Officers, School Guardians or a School Security Guard.

NRCA will provide an opportunity for parents of students in grades K-8 to enroll their children in a school that will offer a challenging, innovative, and authentic learning environment with a focus on STEAM disciplines (Science, Technology, Engineering, the Arts, and Mathematics). NRCA aims to meet high standards of student achievement and provides parents with another option to choose for their children's education in accordance with their children's interests or talents.

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

NRCA intends to serve students in the Parrish/North River area of Manatee County.

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.

NRCA will comply with the maximum class size requirements stipulated in s.1003.03, F.S., and referenced in s 1002.33(16)(b)3., F.S. The enrollment projections and budget presented in this application are consistent with statutory requirements. The student enrollment numbers for the first five years which are provided in the chart below are a projection, and the Governing Board would like to be able to accommodate additional students who are interested in attending NRCA, above and beyond the projected enrollment numbers stated below, if the School has the grade level and building capacity, and in accordance with the School's charter contract with the Sponsor.

Grade Level	Number of Students				
	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030
K	108	108	126	144	144
1	90	108	108	126	144
2	90	90	108	126	126
3	90	90	90	126	126
4	110	110	110	154	154
5	-	110	110	154	154
6	-	-	110	154	154
7	-	-	-	154	154
8	-	-	-	-	154
TOTAL	488	616	762	1,138	1,310

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

Student projections were developed based upon the Governing Board's previous experience with student demand and the number of applications received by the school's sister school, Parrish Charter Academy. NRCA will be located 8-10 miles away from the existing charter school which currently has a waiting list of 207 students with several more enrollment windows to come. NRCA will be providing bus transportation in its initial year. Additionally, the Parrish VPK center that feeds into our existing school has approximately 180 students on its waitlist and graduates approximately 90 students per year that attend our existing schools. The NRCA applicant group intends to build a standalone VPK building at the site of North River which will also feed into the new school.

Manatee County continues to grow with vibrant new communities. According to Florida Department of Education EduData portal, the student enrollment counts for Manatee County Public Schools has steadily increased during the past three years. From the 2020-21 to the 2022-2023 school year, student enrollment in Manatee County increased from 49,181 students to 51,234 students, an increase of 2,053 students or approximately 4.1%. To select an appropriate target location for the School, the NRCA applicant team conducted an analysis of the schools, real estate,

and census data within Manatee County. The goal was to locate inhabited areas that were densely populated enough to support an additional elementary and middle (K-8) school, coupled with said area occupied by a diverse student population, and one with enough real estate that could accommodate a 50,000 SF school facility. A map showing the current and future development projects in the northern sector of Parrish, Florida, is included as Addendum FF.1 (taken from the Manatee County Development Trends webpage). The colors on this map identify Residential Projects (purple), Mixed Use Developments (blue) and Commercial Projects (orange). The NRCA applicant team has identified possible site locations for North River Charter Academy using black dots but is open to developing in other others within this general location. There are a few schools noted on this section of the map, including Parrish Charter Academy and Parrish High School, as well as the Buffalo Creek Middle school expansion and Barbara A. Harvey Elementary school, which is currently at capacity and using modular classrooms. Additionally, William Elementary School is to the south of our proposed location and is also at capacity and uses modular classrooms.

The additional residential and mixed-use developments are estimated to have a dwelling capacity of 21,395 residential units which would be reachable by NRCA transportation or within driving distance of parents who apply for the school. In addition, there are several proposed residential units to be developed to the south of our proposed locations which would increase possible future enrollment by an additional 4000-7000 units. We believe that the current trends show growing families are relocating to this area with its continued development and will include school-aged children. The area is also soon to be home to the new North River Ranch Village Center and the new Parrish Centre which will provide new community partnerships as well as bring new jobs to the area which will continue to impact the future growth of this area. The Parrish Civic Association has expressed its support for the building of a new school within the Parrish Community to support the exponential residential growth over the last three to five years. In a letter of support sent by Jennifer L. Hamey, Esq., President of the Parrish Civic Association to the NRCA applicant team, she states that Manatee County has approved additional residential projects in Parrish and the surrounding areas that will results in the building of over 10,000 new homes in the next two to five years. According to Ms. Hamey, the Parrish Civic Association is supportive of the opening of new schools to support the additional student population that will result from the construction of the new residential projects. (See Letter of Support from the Parrish Civic Association included as Attachment T.4.

Although Manatee County schools offer numerous programs for students, NRCA expects to attract a sufficient number of students to meet its enrollment projections based on its and robust and innovative program offerings that that provide rigorous competition and expand the capacity of the school system. The School will be marketed during its student recruitment campaign.

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.

NRCA anticipates opening the school with students in grade K-4 and growing the school by one grade level each year. The projected enrollment figures represent realistic attainable growth. The projections are based on current enrollment and waiting lists at NRCA's sister school as well as at the VPK that feeds into it. Additionally, the new housing units to be developed in the areas surrounding the new school have been taken into consideration when making enrollment

projections. A map that pinpoints the potential sites for NRCA, and the projected new developments in the surrounding areas, is included in Addendum FF.

Section 3: Educational Program Design

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

North River Charter Academy will provide a highly structured and engaging educational program that promotes the school's mission, vision, and guiding principles. In accordance with NRCA's purpose, goals, and the key tenets of its mission and vision, the NRCA will focus on providing students with a challenging, innovative, authentic, and student-centered educational program that is comprised of four key components:

I. **STEAM FOCUS** - *Integrated Approach*
II. **SCIENCE OF READING** - *Structured Literacy Approach*
III. **WRITING ACROSS THE CURRICULUM (WAC)** - *School-Wide WAC Initiative*
IV. **STUDENT LEADERSHIP FRAMEWORK** - *Leader in Me Program*

STEAM FOCUS

NRCA recognizes the importance of Science, Technology, Engineering Art, and Mathematics (STEAM) education in students' college and career preparedness. Most of the fastest growing-growing occupations in the United States depend upon proficiency in mathematics, scientific knowledge, and technological skills. STEAM is an approach to learning that allows students to take risks, engage in hands-on learning and problem solving, embrace collaboration, and work through the creative process. STEAM adds "the Arts" into STEM. The addition of Arts to STEM to create STEAM is about incorporating creative thinking and applied arts in real situations. By integrating the Arts into lessons, students can see how disciplines connect and work together. According to Lathan (2023), "an important part of this educational approach is that students who are taught under a STEAM framework are not just taught the subject matter, but they are taught how to learn, how to ask questions, how to experiment and how to create." STEAM addresses the 4 C's identified as key in 21st Century education: Creativity, Collaboration, Critical thinking, and Communication.

Integration of STEAM Across the Educational Program

At NRCA, leaders and professional staff will provide learners with experiences that integrate all STEAM disciplines with an emphasis on processes and practices associated with STEAM. Through collaborative planning, teachers will ensure integration of disciplines and utilize curriculum and hand-on activities that engage students in units of study that include research, gathering of information, inquiry, problem identification, investigation, analysis, and creative problem solving. Teachers will serve as facilitators who provide guidance and support so that students learn to be self-directed and managers of their own learning experiences. The goal is to provide students with opportunities to be critical and creative thinkers. NRCA will use *KnowAtom* as a supplementary program in science for students in grades K-8. The *KnowAtom* curriculum launches students on a year-long process of hands-on discovery in three dimensions. The lessons build a big-picture narrative of what science and engineering are and use storylines to bring the content to life in scenarios where students investigate phenomena and design solutions to problems

(https://www.knowatom.com/stem-curriculum).

NRCA will actively promote its focus on STEAM through the ongoing communication of its mission and the integration of STEAM throughout the entire school. Teachers will create STEAM-focused classrooms and learning environments. The Art teacher will collaborate with core teachers to integrate content material into art projects and vice versa. Each classroom will have a classroom library that includes fiction and non-fiction books related to STEAM areas. An important component in integrating STEAM across all grade levels is to for leaders and teachers to participate in an ongoing system of STEAM-related professional learning. Professional learning can occur through onsite presentations, professional learning communities, modeling, coaching, online learning modules, book studies, local workshops, and conferences. Professional learning should focus on expanding both content knowledge, content delivery, and teaching practices that promote high student engagement, rigorous tasks, authentic learning experiences, and project-based learning through an integrated approach.

NRCA will proactively seek to establish partnerships with community organizations, including local businesses, STEAM practitioners, and institutions of higher education to receive resources and support in promoting STEAM teaching and learning. Additionally, NRCA will plan and facilitate STEAM events and activities to engage school and community stakeholders during and beyond the school day. NRCA will provide a variety of STEAM-specific extracurricular and extended day opportunities for students across all grade levels such as clubs, competitions, and, if feasible, summer camps. Upon opening the full middle school at NRCA, serving students in grades 6, 7, and 8, NRCA's course offerings will include an advanced math course as well as selected CTE course clusters with the goal of having students participate in selected STEAM-related courses.

SCIENCE OF READING

According to the University of Florida Literacy Institute (UFLI), the term "science of reading" refers to the research that reading experts have conducted on how we learn to read. According to UFLI, "This body of knowledge, including research from the fields of education, linguistics, cognitive psychology, and neuroscience, has formed the basis of what we know to comprise effective reading instruction in that it is explicit, systematic, and offer many opportunities to respond" (https://ufli.education.ufl.edu/foundations/toolbox/). Research on the science of reading provides extensive evidence on why some students have difficulty in reading and writing, and how educators can most effectively assess, teach, and improve student outcomes through prevention of and intervention for reading difficulties. Additionally, research has shown that reading comprehension consists of two key skills: *word recognition* and *language comprehension*. When students lack word recognition skills, reading comprehension is diminished. Examples of instructional practices to promote *word recognition* (aligned to the science of reading) include the following:

- Phonemic awareness and letter instruction: Instruction in the identification of phonemes in spoken words and how they link to letters.
- Explicit and systematic instruction in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes).
- Connected text reading to build reading accuracy automaticity, fluency, and

comprehension.

Examples of instructional practices to promote *language comprehension* (aligned to the science of reading):

- Read-alouds from a variety of complex texts to build knowledge and vocabulary.
- Robust conversations to develop students' academic language (e.g., narrative and inferential language).
- Explicit instruction in grammatical structures and academic vocabulary within the context of other reading activities.

According to the research on the science of reading, a well-designed reading program will teach the following foundational skills in a structured approach:

- Phoneme awareness
- Letter formation
- Phonics
- Spelling
- Meaningful word parts
- Comprehension

All of these aspects of the science of reading will be systematically, sequentially, and cumulatively placed in a scope and sequence that is then directly taught to students.

A Structured Literacy Approach

Reading instruction for all students will follow evidence-based methods and strategies grounded in the science of reading. The School will use a Structured Literacy Approach to assist readers of all ages and ability levels. Structured Literacy is an approach to teaching reading that is based on the science of reading and years of research into how a child's brain acquires and processes information. As a result, Structured Literacy avoids assuming a child will identify or discover patterns in words to efficiently read and spell. Structured Literacy hinges on a well-developed, systematic, and cumulative curriculum that directly teaches students phonology, sound-symbol association, syllables, morphology, syntax, and semantics in an explicit and diagnostic manner. Because Structured Literacy requires systematic and explicit instruction, the approach requires consistent and direct instruction by the teacher, as well as frequent student-teacher interaction. This approach allows for targeted and multisensory instruction which addresses a variety of learning styles and ability levels. Structured Literacy requires teachers to diagnose and monitor the progress of students as they learn to read using standard measures of assessment. The Structured Literacy approach provides an ideal reading instruction curriculum for students of all learning styles and abilities based on the science of reading. While phonics and decoding are major components of such, Structured Literacy does not consist solely of phonics instruction. There are seven key elements of Structured Literacy instruction:

1. **Phonology**: the ability to distinguish, segment, blend and manipulate sounds (phonemic awareness)
2. **Sound-symbol association:** understanding how to map sounds to letters/graphemes.
3. **Syllables:** knowing the 6 types of syllable/vowel grapheme conventions and how to distinguish syllables for decoding.

4. **Patterns and conventions of print (orthography):** recognizing written syllable patterns that help a reader divide longer words into readable chunks and understand spelling conventions.
5. **Morphology**: the knowledge of the smallest language units (morphemes) including affixes and root words which form complex words.
6. **Syntax:** understanding the grammar and mechanical principles which relate to and determine word function.
7. **Semantics**: the skills to convey, comprehend and appreciate language meaning.

To be effective, Structured Literacy instruction must be guided by the following evidence-based principles specifically stated in *Reading Success* published by the Giant Leaps Speech Company (https://www.giantleaps.nz/blog/structured-literacy-for-reading-success):

- ***Explicit:*** *Structured Literacy instruction must be explicit. It requires direct teaching of concepts with guided practice and continuous student-teacher interaction. The teacher does not assume the student has deduced any concepts or skills.*
- ***Systematic and Cumulative:*** *Structured Literacy instruction must be systematic and cumulative. The instruction must follow a logical and methodical sequence of skills which build upon one another.*
- ***Hands-on, Engaging, and Multimodal: Structured Literacy instruction*** *often includes hands-on learning such as moving tiles into sound boxes as words are analyzed, using hand gestures to support memory for associations, building words with letter tiles, assembling sentences with words on cards, color-coding sentences in paragraphs, and so forth. Listening, speaking, reading, and writing are often paired with one another to foster multimodal language learning.*
- ***Diagnostic and Responsive:*** *Structured Literacy instruction must be diagnostic and responsive. Teachers must use careful, continuous assessment to individualize instruction. Reading skills should be automatized so energy can be freed up for higher level comprehension and composition.*

WRITING ACROSS THE CURRICULUM

In today's increasingly complex and ever-changing world, the ability to write well is the difference between being empowered and being powerless. Students need analytical skills to sift through a deluge of information, understand all sides of an issue, and make informed civic decisions. Writing across disciplines can help by teaching students how to make sense of concepts and ideas through multiple lenses. Writing helps students to sort through ideas, analyze complex concepts, and articulate their thoughts. It also prepares them for a world in which they will need strong critical thinking skills in order to succeed. Throughout their lives, students will be asked to solve problems, analyze information, think critically, and communicate their ideas effectively about myriad topics. In order for students to develop these skills, writing needs to be taught and practiced across disciplines.

Dr. Ronald T. Kellog of St. Louis University notes that highly skilled writers are "able to maintain and manipulate in working memory representations of the author's ideas, the text itself, and the prospective reader's interpretation of the text." They anticipate how their ideas might be perceived by others and account for multiple perspectives. Thus, highly skilled writers exercise problem-solving and critical thinking throughout the writing process. NRCA recognizes that not every

teacher is highly proficient in developing students' reading and writing skills. Therefore, it is essential for the school to communicate the ***why*** and the ***how*** behind a writing across the curriculum initiative. When the right processes, pedagogy, and professional learning are put in place by a visionary leader, every teacher can truly become a literacy teacher. NRCA believes that students should write in all subjects daily. Researchers from the George Lucas Educational Foundation have concluded that writing improves learning by consolidating information in long-term memory, researchers explain.

Basic Principles of Writing Across the Curriculum (WAC)

Students need to learn content using a variety of strategies that include daily practice in writing in a variety of contexts. The following principles underlie WAC:

- Writing promotes learning.
- Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools.
- Effective writing instruction integrates disciplines.
- Writing in every class develops good writers.
- Using writing as part of instruction can be used in every classroom.
- Practicing the thinking and writing conventions of an academic discipline will allow students begin communicating effectively within that discipline.

Implementing a School-Wide Writing Across the Curriculum (WAC) Initiative

By implementing a Writing Across the Curriculum (WAC) initiative across the school, NRCA can unify staff around the commitment to deepen the level of learning and improve the life trajectories of its students. To successfully implement a school-wide writing initiative, the NRCA principal must communicate expectations through clear and measurable goals. To make your goals clear, and in doing so help students, teachers must focus on what they think is most important to learn. By using a rubric, teachers can define specific levels of achievement aligned with appropriate standards. Additionally, instructors can refer to the rubric description instead of having to write long comments. When students use rubrics, they can monitor and assess their progress as they work toward achieving intended goals (https://www.jjay.cuny.edu/how-use-writing-your-classes-improve-student-learning). Integrating writing across the curriculum requires a comprehensive strategy that includes relevant and tangible next steps as summarized below:

1. The first step towards implementing a successful Writing Across the Curriculum (WAC) initiative is to understand and address the potential unease your team may have with writing. When it comes to a cross-curricular writing initiative, administrators must empathize with the fact that many non-ELA teachers do not have significant training in writing instruction. The school must hold professional learning sessions throughout the year in literacy best practices that include training on the tools and strategies teachers are required to use to engage students in writing. As such, teachers will be committed, informed, and prepared.
2. To implement a WAC initiative, instructional leaders must get everyone on the same page. By implementing a unified, shared language for teaching writing across disciplines, colleagues can collaborate more easily around instruction and improving individual student performance. This creates consistency for students by reinforcing the same literacy skills and concepts across content areas.

3. Another critical piece in the successful implementation of a WAC initiative is to implement a clear and organized writing framework so that teachers make the instructional shift of bringing writing into their practice. When students, teachers, and administrators use the same words and framework to discuss writing, everyone can collaborate on the process with ease. The literacy framework should provide a scaffolded approach that engages all students in the writing process – no matter the discipline.
4. To have real, lasting results, students need specific, actionable feedback to improve their writing. Without teacher feedback, students may not learn how to improve. According to John Hattie's research, feedback from a teacher is the most effective influence on student achievement. As such, it is essential for teachers to incorporate regular feedback into the School's writing initiative. Below are several ways that teachers can provide individualized feedback to students on their writing:
    - Teachers can deliver rapid feedback during the drafting process via short, one-on-one conferences with students. During this time, the rest of the class rotates through an activity.
    - On a student's piece of writing, teachers can quickly describe "one grow" (something to work on) and "one glow" (something the student did well).
    - Students can use free resources like Grammarly that provide real-time feedback and instruction on mechanics and conventions, so teachers can focus on giving content- and organizational-specific feedback to students.
    - Teachers can train students how to engage in peer-to-peer editing to improve student writing. Feedback from peers is effective only when the students are well-trained, have very specific guidance, and are given feedback on their feedback.
5. For any writing initiative to be successful, it must include engaging discourse as well. Discussion and debate help students to clarify their thoughts, consider alternative perspectives, and engage more thoroughly with a lesson. Focused discourse can serve as a bridge between talking and writing in the classroom. When students discuss their ideas – whether one-on-one with peers, in small groups, or as a whole-group discussion – they can hone their thoughts by engaging with alternative points of view.
6. To ensure students regularly write across disciplines, teachers must support each other and hold one another accountable for progress. It is also important to set aside time for cross-curricular collaboration throughout the year via PLCs or dedicated planning meetings so teachers can align on topics, share resources, and discuss and reflect upon shared materials.
7. Leaders must establish a plan for measuring writing progress at the beginning, middle, and end-of-school year. Results must be shared regularly with each grade level or department team to determine what is working/not working.

Differentiating Writing for Students to Address Differing Skill Levels

NRCA will differentiate writing activities to address students' differing skill levels. Examples of differentiating instruction in writing are provided by Cathy Weselby (2014) as shown below (https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/):

- Hold writing conferences with your students either individually or in small groups. Talk with them throughout the writing process starting with their topic and moving through grammar, composition, and editing.
- Allow students to choose their writing topics. When the topic is of interest, they will likely put more effort into the assignment and therefore learn more.

- Keep track of and assess student's writing progress continually throughout the year. You can do this using a journal or a checklist. This will allow you to give individualized instruction.
- Hand out graphic organizers to help students outline their writing. Try fill-in-the-blank notes that guide the students through each step of the writing process for those who need additional assistance.
- For primary grades give out lined paper instead of a journal. You can also give out differing amounts of lines based on ability level. For those who are excelling at writing give them more lines or pages to encourage them to write more. For those that are still in the beginning stages of writing, give them less lines so that they do not feel overwhelmed.

Below are real examples of writing lessons used across content area subjects in K-8 Classrooms as shown in the article *Why Students Should Write in All Subjects* (2021) published by edutopia (https://www.edutopia.org/article/why-students-should-write-all-subjects):

- "I wonder" journals: At an elementary school in Oakland, Maryland, teachers encouraged students to ask "I wonder" questions" to push their learning beyond the classroom. After visiting a local barn and garden, for example, the teacher realized his fifth-grade students had more questions about animals and plants than he had time to answer, so he had them write down anything they were confused or curious about, which helped him plan future lessons and experiments.
- Travel journals: Every student at a K–8 school in Chattanooga, Tennessee, created a travel journal to chart their learning. These journals included not only charts, drawings, and graphic organizers, but also writing and reflection pieces that capture students' learning about a topic. When a fifth-grade teacher began a unit on earth science, he asked his students to imagine they were explorers looking for a new world that could sustain life. In their travel journal, they kept track of everything they were learning, from the impact of man-made disasters to their designs and calculations for a manned rocket that could reach distant planets.
- Low-stakes writing: Writing can be daunting, so teachers at University Park Campus School used daily low-stakes writing activities to foster student voice, self-confidence, and critical thinking skills—a school-wide strategy used in every subject. The most important thing about it is that it is not censored, and it is not too highly structured. The activity is about them getting their own ideas down, and then being able to interact with those ideas, change them, and revise them if they are not correct. For example, when middle school students were learning about the conservation of mass, the teacher did not start by defining it—he showed them a picture and asked, "What do you notice about the atoms on both sides? How can you explain that?" Students wrote down their observations, and the entire class came up with a definition. From there, once that consensus is formed, the teacher will ask somebody to write it on the board, and the students will talk about the key concepts.
- Student-created magazines: In an algebra class, students created a magazine with dozens of articles about real world applications of math. For each article, they selected a primary source—an article from *Scientific American*, for example—read it closely, and then wrote a summary. Students wrote about a range of topics, from gerrymandering to fractals in Jackson Pollock's paintings to invisibility cloaks.
- Creative writing: Teachers incorporated storytelling and creative writing into their after-school program's science lessons. For example, they asked students to imagine a creature

that could survive in a local habitat—the Chicago River, in their case. What color would it be? What features would help it to survive and defend itself? How would it hunt its prey? Students then wrote a story about their creature that combined science concepts with creative storytelling. The teachers used stories to help students engage with content and create personal meaning.

STUDENT LEADERSHIP FRAMEWORK

In keeping with the School's Guiding Principles, NRCA will utilize a student leadership framework, *Leader in Me,* to instill critical life skills in students that are necessary for success in all facets of their lives. As described in the Leader in Me website, *Leader in Me* is an evidence-based learning process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on secular principles and practices of personal, interpersonal, and organizational effectiveness. *Leader in Me* starts from a powerful premise—every child possesses unique strengths and has the ability to be a leader—which shapes the views of staff to value and develop the whole child. This whole-school improvement model integrates leadership development into existing programs, curricula and traditions and serves as a foundational operating system for the school, improving relationships, transforming culture, and motivating staff and students. All stakeholders are impacted by *Leader in Me*, starting with the staff of a school, then expanding to students, their families, and the community at large. *Leader in Me* includes student participation in goal setting, data tracking, leadership roles, Student-Led Conferences, leadership environments, and Leadership Events. The 7 Habits of Highly Effective People is also a key component of the overall *Leader in Me* process and is a synthesis of universal, timeless principles of personal, interpersonal, and organizational effectiveness such as responsibility, vision, integrity, teamwork, collaboration, and renewal, which are secular in nature and common to all people and cultures. *Leader in Me* includes training on establishing a vision for the school, goal setting, data tracking, and personal-accountability systems and is aligned with best-in-class content and concepts practiced by global education thought leaders. *Leader in Me* provides a logical, sequential, and balanced process to help schools proactively design a culture that reflects their vision of their ideal school. This shared leadership increases engagement and enables students, staff, and families to be self-confident and self-reliant, work effectively with others, and make meaningful contributions. *Leader in Me* offers a holistic, school-wide experience for staff, students, and parents, and creates a common language and culture within the school. The leadership principles and lessons are incorporated into coursework, traditions, systems, and culture (https://www.leaderinme.org/faqs/).

Implementing the Leader in Me Program

North River Charter Academy's ability to implement the *Leader in Me* program stems from its current successful implementation at Parrish Charter Academy (PCA), NRCA's sister school. The program is used in Grades K-7 and will expand to K-8 once PCA has reached its full capacity. The program is introduced at the start of each year through lessons focused on each of the "Seven Habits." This is done during Morning Meeting time, Social Studies Block, and over the announcements each week. Students in grades K through five explore each habit with their teachers after a read aloud from the *Leader in Me* children's book, *The 7 Habits of Happy Kids,* and then discuss what each looks like in their classroom, their school, and in their home during the opening week of school. There is an additional set of student books, seven in total, which go along with each habit and these

books are the focus of each month which is associated with a habit. For example, August focuses on Habit 1, September focuses on Habit 2, and so on. The students in grades 6-8 are introduced in a comparable manner, but they are exposed to *The Seven Habits of Highly Effective Teenagers*. They also focus on one habit each month, and this includes projects and displays for each habit. NRCA will implement the Student of the Month program currently being implemented at PCA which rewards and recognizes students at all grade levels who are demonstrating each habit. Monthly celebrations focus on using the language contained within The Leader in Me program. This alignment throughout the school encourages a common language and a focus on being respectful and responsible students. NRCA will implement this program in a comparable manner and will partner with PCA for training and refinement of the school culture and character development. Teachers will be trained by principals who take courses from The Leader in Me Institute and all staff members will receive *The Leader in Me: How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time*. This program is also used by Gulf Coast Charter Academy South and Oak Creek Charter School of Bonita Springs, also managed by the same governing board as PCA and NRCA.

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.

NRCA will provide a learning environment that is aligned to its mission, vision, and guiding principles. The School's main focus will be to ensure that all students in grades K-8 reach their maximum levels of achievement and to provide a learning environment that is welcoming, nurturing, and supportive. The learning environment at NRCA will actively promote the School's Guiding Principles. As such, classrooms will share common practices and characteristics that include the following:

- Active student engagement in lessons that promote and encourage individual students' ideas and opinions.
- Innovative and authentic learning activities where all children are able to learn through hands-on experiences and problem-solving.
- Student-centered and collaborative lessons that allows students to become active participants in their own learning.
- Facilitation of learning by teachers, rather than lecture-format lesson delivery, to promote critical thinking and active engagement amongst all learners.
- Problem-solving and inquiry-based lessons that require student creativity and higher order thinking.
- Classroom activities and assignments that require collaboration and teamwork to solve problems or complete assignments.
- Lessons that include authentic, meaningful, real-life learning experiences for students that include classroom lessons as well as field trips.
- Lessons that promote student agency and management over their own learning
- Development of life skills to instill positive character traits and leadership qualities amongst students.

NRCA's facilities, classroom layouts, and student schedules will be designed to support the School's educational program. The learning environment at NRCA will support the four key areas that comprise the School's educational program—STEAM, Structured Literacy, Writing Across the Curriculum, and Student Leadership Framework—by providing the following:

- Explicit and systematic instruction in reading and writing through a Structured Literacy approach
- Daily writing opportunities across all curricular areas
- Integrated instruction focused on STEM areas
- Integration of the Arts within content instruction
- Classroom that are focused on STEAM and literacy through the inclusion of anchor charts, exemplars and models, student work, publications, artwork, and projects on display
- Classroom libraries that include fiction and non-fiction texts, magazines, and periodicals in the STEAM areas to promote content knowledge, literacy skills, vocabulary, and a love of reading
- Daily class meetings to provide instruction on leadership and life skills necessary for academic and personal success
- Common board configuration, daily essential questions, and exit tickets to help student focus on daily objectives and learning goals, and to help teachers monitor student understanding and mastery

NRCA will adhere to s. 1003.03, F.S., relating to maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level. Accordingly, Grade K-3 will have a class size of 18 students and grades 4-8 will have a class size of 22 students. The NRCA school facilities will be designed to facilitate instruction that is aligned with its educational program, mission, and vision. NRCA seeks to build a 66,000 sqft two-story educational facility which includes a cafe with prep kitchen, multi-use media center (1800 sqft), STEM lab (950 sq ft), Music and Art studios (750 sqft), as well as classrooms that average 650 sqft. Kindergarten classrooms will be equipped with a shared restroom and all other restrooms will be located in main hallways and office areas. There will be offices/small rooms for ESE, ESOL, Speech, and PE planning and storage. There will be approximately 11 other offices and use spaces for conferences, administration, security, clinic, and copiers. Outdoor facilities will include two shade covered basketball courts and a shade covered playground. There will also be a regulation size soccer field and ample stacking and parking for dismissal purposes. The welcome lobby will be a closed lobby with a key fob entry system and a Raptor system for checking visitors. All staff will have a key as well as a key fob for all building access and access to the electronic gates within the parking lot, creating a secure and trackable access system. The school will have approx. 50 cameras installed and monitored by a School Resource Officer or Guardian.

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

In designing the School's educational program, extensive research was conducted on current evidence-based instructional practices that lead to high levels of student achievement and success. A summary of the research that supports NRCA's educational program is provided below.

Research on STEAM Program - ***According to research, why is STEAM so important?***

According to *What is STEAM Education?,* published by Institute for Arts Integration and STEAM, "STEAM is a promising approach to positively impacting student achievement and teacher efficacy." In their article, the Institute cites a 2016 study conducted by Brouillette and Graham. The researchers investigated the impact of STEAM lessons on physical science learning in grades 3 to 5 in high poverty elementary schools in an urban district. According to their findings, students

who received just nine hours of STEAM instruction made improvements in their science achievement. The Institute cites another study (Cunnington et. al., 2014), that shows that connecting STEAM and literacy can positively impact cognitive development, increase literacy and math skills, and help students reflect meaningfully on their work and that of their peers. This is further supported by a study on the relationship between theater arts and student literacy and mathematics achievement from 2014. Results of this study showed that students whose language arts curricula were infused with theater arts often outperformed their control group counterparts, who received no arts integration, in both math and language arts (Inoa, R., Weltsek, G., & Tabone, C.).

In Dr. Joseph Lathan's article titled *Why STEAM is so Important to 21st Century Education* (*https://onlinedegrees.sandiego.edu/steam-education-in-schools/*), he states that "In today's world, setting students up for future success means exposing them to these disciplines holistically in order to develop their critical thinking skills." He further states that "the earlier students are exposed to the STEAM disciplines, the better." Dr. Lathan cites a study commissioned by Microsoft in which the Harris Interactive research firm found that "4 in 5 STEM college students (78%) said they decided to study STEM in high school or earlier, and one in five (21%) decided in middle school or earlier." The Harris research Firm also found that "only 1 in 5 STEM college students feel that their K–12 education prepared them extremely well for their college courses in STEM." Furthermore, concludes the study, "There also appears to be a major disparity in the female to male when it comes to those employed in STEM fields."

In *Why STEAM is so Important to 21st Century Education,* Dr. Lathan states that a STEAM framework teaches students "how to think critically, problem solve and use creativity." He further states that STEAM "prepares students to work in fields that are poised for growth." In the article, Dr. Lathan cites a report from the U.S. Bureau of Labor Statistics published in 2022 that "projects growth in STEM and STEAM-related occupations of 8% between now and 2029, compared to 3.4% for non-STEM occupations." In a 2013 article published in the Wallstreet Journal, technology innovator and President of Enterra Solutions Stephen F. DeAngelis states that "Educating students in STEM subjects (if taught correctly) prepares students for life, regardless of the profession they choose to follow," He further states that "Those subjects teach students how to think critically and how to solve problems — skills that can be used throughout life to help them get through tough times and take advantage of opportunities whenever they appear." Many experts in the field of education regard STEAM as an essential component of 21st century education. NRCA believes that in today's complex world, it is more important than ever for students to be knowledgeable and well prepared to solve problems and be able to gather and evaluate evidence to make informed decisions. NRCA is committed to helping all students become literate in the STEAM disciplines to prepare them for future success in their educational and career endeavors.

According to research, why is the "A" in STEAM important in education?

In Dr. Joseph Lathan's article, *Why STEAM is so Important to 21st Century Education,* addresses why the "A" in STEAM is so important in education. He states that the Rhode Island School of Design (RISD) was one of the early champions of adding the arts to the original STEM framework to create STEAM, and that RISD believes that "doing so emphasizes the vitally important symbiosis between the arts and sciences." Dr. Lathan further states that according to RISD, "The goal is to foster the true innovation that comes with combining the mind of a scientist or

technologist with that of an artist or designer." In an article titled *Communicating Science Concepts Through Art: 21st Century Skills in Practice,* the authors state that "there is a dynamic synergy between the visual arts and the natural science" (https://eric.ed.gov/?id=EJ996843). According to the researchers, STEAM education is important in the scientific disciplines because, "The next generation of scientists will need to develop their communication skills through both traditional means of writing and speaking, as well as more artistic means including illustrating, animating, videography, cartooning and model building" (Buczynski et al, 2012).

Research on the Science of Reading

According to the article *What is the Science of Reading? Top 5 Questions by Renee Behring,* "The science of reading is a body of academic research that draws from fields like cognitive psychology, educational psychology, neuroscience, and linguistics to shed light on how humans learn to read. Reading science has shown that our brains are not wired to read and write—rather, building a reading brain requires explicit, systematic, and cumulative instruction." Behring states that " The science of reading is all about evidence from the accumulation of research on reading acquisition and instruction that has been conducted using gold-standard methodologies used to identify effective practices." NRCA believes that all students can benefit from what has been found about the science of reading. According to Behring, "The science of reading is informed by the simple view of reading proposed by psychologists Philip Gough and William Tunmer in 1986." According to their theory, one must be able to both decode text and comprehend text to read. Behring cites the work of psychologist Hollis Scarborough who extended this idea by creating the "reading rope, which unpacks the two strands even further and shows how they intertwine over time." Scarborough contends that skilled reading requires "increasingly automatic word recognition" and "increasingly strategic language comprehension." Research in the Science of Reading shows that explicate instruction in decoding leads to better readers. To develop as readers, students need instruction in the foundational skills to decode text and comprehension skills to make meaning of text. In their research, Snow, Burns & Griffin (1998) state, "there is converging research support for the proposition that getting started in reading depends critically on mapping the letters and the spellings of words onto the sounds and speech units that they represent. Failure to master word recognition impedes text comprehension." Students must learn that words are made up of sounds, that letters represent sounds, and that there is a relationship between letters and the sounds they represent. They must also learn to rely on that knowledge to decode effectively so that they are able to read fluently and make sense of the text they are reading (https://www.hmhco.com/blog/what-is-the-science-of-reading).

Decades of scientific research have revealed that reading does not come naturally. **Research has conclusively shown the effectiveness of phonics instruction in learning to read proficiently** (Hanford, 2018). However, the goal of reading instruction is not phonics proficiency. It is "to get students to the point where most of the words they encounter are automatically recognized so that their attention can be devoted to making meaning" (Rasinski, 2019). Effective phonics instruction allows students to develop the word-recognition strategies necessary to develop as fluent, automatic, proficient readers. The research is clear: students need differentiated, explicit, and systematic decoding instruction that is connected to text. Research on the science of reading has shown that traditional, whole-class phonics lessons rarely succeed in developing fluent readers. Students come to school with a variety of literacy experiences and varying amounts of knowledge about letters, sounds, books, and vocabulary. Whole-class phonics instruction treats students as if

they all have the same instructional needs. Snow et al. (1998) asserts that "...intensity of instruction should be matched to children's needs. Teachers must use data to determine the students' instructional needs along the foundational skills continuum; not all students need to start at the beginning. **Using data, teachers can group students for small group differentiated phonics instruction**. In their article, Duke & Mesmer (2019) affirm that "some children are able to develop letter-sound knowledge more quickly and efficiently than others" and advise providing differentiated phonics instruction.

As with explicit and systematic phonics instruction, **the role of knowledge in comprehension is also clearly supported by science.** Building a body of knowledge supports reading comprehension. In many classrooms, teachers utilize "activating prior knowledge" as a part of the reading process. However, activation of prior knowledge presumes the student already has background knowledge that needs to be brought forward. Based on their research, Cervetti & Heibert (2019) offer multiple knowledge-building practices that both increase comprehension of the current text and build students' knowledge base to increase comprehension:

1. Wide reading encourages knowledge-building.
2. Students must have exposure and access to engaging and conceptually rich texts, especially non-fiction.
3. Higher-level questions and dialogue should be a guaranteed part of reading instruction to ensure that students use their knowledge to comprehend texts.
4 . Explicit comprehension strategy instruction is clearly connected to building a body of knowledge.

Readers use their knowledge of the world in many ways to comprehend text. The strategies of "making connections" and "inferring" rely on existing knowledge and integrating that knowledge with new information from a text to build deeper understandings. Making inferences about the text requires students to leverage their existing knowledge and when strong inferences are made, students better recall information that is both literal and inferential (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989). Another significant strategy that contributes to comprehension is visualizing—the direct action of making a mental image as one reads. Making a mental image contributes to retaining new learning since the information is stored as an image rather than words (Pressley et al., 1989; Sadoski, 1983). Instructional time in classrooms should be supportive of the developmental process of reading on a continuum of learning—with more time devoted to decoding in the early grades and more time devoted to comprehension in the upper grades.

What is Structured Literacy and what does the research say?

Structured Literacy is an instructional model that focuses on building and developing the foundational literacy skills of phonemic awareness, letter-sound correspondences, syllables, morphology, syntax, and semantics using explicit, systematic instructional principals (Cowen, 2016; IDA, 2018;). Structured Literacy is a blueprint for effective literacy instruction based on the Knowledge and Practice Standards for teachers of reading developed by the IDA in 2010 and updated in 2018 to better prepare educators to meet the instructional needs of students for literacy acquisition. Research supports that over 60% of students in the regular classroom need to receive literacy instruction in a Structured Literacy format (Young, 2018). Structured Literacy has shown to be effective for teaching all students how to read and write (Moats, 2019; Young, 2018,). As

cited in the publication Texas Association for Literacy Education Yearbook, Volume 7: Leaping into Literacy (2020), Structured Literacy instruction features six crucial pillars necessary to develop a solid foundation of literacy (Cowen, 2016). The pillars should be taught in sequential pattern, beginning with pillar one. Each pillar is dependent on the previous pillar. Some pillars can be taught side-by-side, as language development becomes more complex.

- The **first** foundational pillar of Structured Literacy is the study of phonology, the rules of how sounds are encoded (Cowen, 2016; Hennessy, 2019). Students should have the ability to hear, identify, and manipulate individual sounds of spoken language or phonemes, before learning how to read written words.
- The **second** foundational pillar of Structured Literacy is sound-symbol correspondences or the relationship(s) between phoneme(s) and grapheme(s) that comprise words (Cowen, 2016). This is learning the name of a printed letter and the possible sound(s) that the letter can produce within written words.
- The **third** pillar of Structure Literacy is syllable knowledge, the understanding of the different types of syllables (Cowen, 2016). There are six common syllables in the English language—CVC, final e, open, vowel diagraph, r-controlled, and constant-le. Syllable knowledge increases student ability to encode and decode words. Syllable knowledge also increases student ability to comprehend and pronounce written words.
- The **fourth** pillar of Structured Literacy is morphology, the study of the smallest units of meaning or morphemes (Cowen, 2016). These are the suffixes, prefixes, and roots of words. Morphology focuses on how smaller units of meaning are encoded to form words and new meaning.
- The **fifth** pillar of Structured Literacy is syntax, the study of sentence structure—mechanics, grammar, and variation of words (Cowen, 2016). This includes the rules that dictate the sequence and function of words to form comprehendible meaning in written language. This also includes the types of punctuation that are necessary to comprehend written sentences.
- The **sixth** and final foundational principle of Structured Literacy is semantics, the study of the meaning(s) of words, symbols, and units of words. The study of semantics involves different aspects of meaning, such as morpheme and syntax information to comprehend the written passage (Moats, 2000).

Research on Writing Across the Curriculum

According to Allison Pease (2023), "students who process course material through writing retain that information longer, improve critical thinking skills, and become more nuanced readers and writers." The author further states that "The more writing done in a course, the more the student engages with the material in the course." The goal of Writing Across the Curriculum is to increase the time students spend thinking about, understanding, and learning what they are taught at a deeper level. Writing is the learning process in which we think about what we know or learn, and review our experience (Graham, 2008). Many researchers have explained how writing activities affect learning, or how learning is achieved through writing. In Emig's 1977 student "Writing as a Mode of Learning," he pioneered the use of writing as a learning model in addition to the communication process. Writing-to-learn does not refer to a student's customary, passive and simple notetaking. It is a non-traditional, alternative type of writing (poetry, stories, letters, and alike) that enables students to develop critical thinking skills, comprehend scientific content,

express what they think, and build information (Kayaalp, et al, 2020). In a classroom context, writing allows students to become active participants in their own learning. According to Ulrich Boser, Founder of the Learning Agency, "rather than regurgitating information, writing offers students a chance to create, and use higher order thinking."

A recent research study conducted in Turkey with 64 eighth grade students (Kayaalp, F., et al, 2022) aimed to investigate the impact of writing-to-learn activities on students' academic achievement and self-regulation skills in writing. Two groups of students at the same school were studied. The experimental group was provided a number of writing-to-learn activities, while those in the control group were taught according to the content curriculum during the application. The academic test, self-regulation scale for writing, and holistic assessment rubric were designated as the required tools for data collection. As a result of the application, the academic achievement and self-regulation skills of the students in the experimental group were found to be higher than those of the control group. It was also noted that the experimental group showed a development over time to integrate the information they learned, and to present it as a new product with their own expressions after the process of reviewing, planning, sorting, and organizing (https://doi.org/10.17275/per.22.18.9.1). According to a 2020 study, *Why Students Should Write in All Subjects*, "writing in all subjects enhances learning by improving the ability to recall information, make connections between concepts and analyze information." In the study, leader Steve Graham and his colleagues define the "retrieval effect"—how writing consolidates information into long-term memory — explaining why information can be quickly forgotten if not written down. According to Graham, "information is quickly forgotten if it is not reinforced, and writing helps to strengthen a student's memories of the material they are learning. Writing about a topic also encourages students to process information at a deeper level." Graham and his colleagues write that "putting thoughts on paper encourages students to evaluate different ideas, weighing the importance of each one and considering the order they should be presented in." By doing so, they contend, students can make new connections between ideas. One of the most effective writing strategies that Graham and his colleagues found was "metacognitive prompting, in which students are asked not only to recall information but also to apply what they have learned to different contexts by thinking about multiple sides of a position or making predictions based on what they currently know." The researchers provide the following example: "Instead of simply reading about ecosystems in a textbook, students can write about their own impact by examining how much trash their household produces or the environmental impact of producing the food they eat." NRCA believes that writing in math classrooms is especially valuable for students as it requires students to explain mathematical concepts in writing which increases their ability to comprehend and apply these concepts.

Research on Using a Student Leadership Framework

Student leadership is incredibly important for a student's development, especially when entering the real world. Taking ownership of tasks that are not only school-related, but in their own lives, can help students achieve future success. Student leadership means students take active roles in their education and develop positive skills in the process. The goal of inspiring student leaders is to create a culture of ownership, collaboration, and community in the classroom (Konen, A., 2018).

What is the Leader in Me Program and how is it supported by research?

As described in the Leader in Me website, "*Leader in Me* is a whole-school improvement model designed to create change across a wide variety of areas. The program is designed to prepare students for a global economy and equip them with skills to successfully navigate a world of constant change and choice." Principles embodied in Leader in Me include the 7 Habits of Highly Effective People® and the 4 Disciplines of Execution®. Research cited on the Leader in Me website states that the *Leader in Me* program has a significant impact in three key areas — leadership, culture, and academics. In their website, Leader in Me cites a 2015 study conducted by the University of Louisiana at Lafayette in which Dr. Cummins found a significant correlation between teachers' beliefs about school vision of leadership and *7 Habits*, indicating that teachers not only believe that their students are leaders, but that they envision them living the *7 Habits*, as leaders would do. In a 2016 study conducted by Lamar University, Dr. Swantner concluded that by implementing the *Leader in Me* training, "teachers and staff seem to be more in charge of themselves and the outcome of their performance at the school." A 2018 study conducted by Dr. Schilling from the University of Michigan showed that a 22.84% improvement in student behavior was found in a statewide analysis of Florida *Leader in Me* schools compared to matched controls.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

NRCA will follow the Manatee County annual school calendar which consists of 180 days of instruction for students.

8:00 – 3:15 p.m. – Instructional day for all student in grades K-8

- 7:20-7:50 a.m. – Breakfast
- 7:50 a.m. – Student arrival in classrooms
- 7:50-8:00 a.m. – Classroom transition time
- 8:00 a.m.-8:10 a.m. – Morning Meeting
- 8:10 a.m.-3:15 p.m. – Instructional Time
- Students will be scheduled for a 25 or 30-minute lunch according to their grade level
- Student in K-5 will be scheduled for 20 minutes of recess daily
- 3:15 p.m. – Dismissal

4:00 p.m.-6:00 p.m. – Aftercare, Clubs, Tutoring, Athletics

A sample master schedule for students in grades K-6 and annual school calendar are included as Attachment B. This schedule is currently being used successfully at NRCA's sister school, Parrish Charter Academy. NRCA is projecting a similar student enrollment as Parrish Charter Academy. In Year 5, NRCA anticipates having a full middle school that serves students in grades 6-8. At this time, the School will adopt an A/B day scheduling for middle school students. With block scheduling, a student attends a fewer number of classes for a longer period of time. Students in grades 6-8 will attend only two core classes a day but stay in each class for 90 minutes. Block scheduling offers students more instructional time. With fewer classes and less time during the school day devoted to changing classes, students are supposed to be able to focus and accomplish more. According to a College Board study, using a 4x4 block schedule increases cross subject achievement. The block schedule model is currently being used successfully with middle school

students at NRCA's sister school, Parrish Charter Academy.

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

NRCA's educational program is geared toward ensuring that students achieve state standards in all academic areas. The School will implement a standards-based curriculum and utilize evidence-based instructional strategies that are designed to support attainment of the B.E.S.T. Standards and the Next Generation Sunshine State Standards for the School's target population. The School will strive to serve a group of students that is reflective of the community it serves through its marketing efforts. The School's educational program will promote student mastery of state standards through the following methods and services:

- The core curriculum that has been selected for NRCA is aligned to state standards in all core areas.
- Teachers will receive high quality professional learning and training sessions to successfully implement the School's core, supplementary, and intervention curriculum, as appropriate, for instructional designated staff.
- Teachers will engage in professional learning on the utilization of evidence-based instructional strategies that form the foundation of the School's educational program.
- Teachers will engage in professional learning communities (PLCs) each week to unpack B.E.S.T. standards in ELA, writing, and math, and NGSSS in science and social studies, to plan lessons collaboratively, review student data, and share best practices.
- Coordinated Progress Monitoring Assessments, as well as additional internal progress monitoring tools and assessments, will be used throughout the year to ensure students are making adequate progress toward mastering state standards.
- Baseline and progress monitoring results will be analyzed and used to identify areas of strength and weaknesses in order to provide targeted, differentiated instruction. Students who are demonstrating a substantial deficiency, as well as those who are working at or above grade level, will be provided with appropriate instruction (intervention, remediation, reinforcement, or enrichment).
- The multi-tiered systems of support (MTSS) process will be implemented to address the needs of students who are struggling academically or who are exhibiting behavioral/emotional problems through tiered levels of interventions and support.
- The school's administration, teachers, and other support staff will communicate regularly with parents regarding their children's progress and work collaboratively to support their children.
- Administrators will meet with teachers by grade level groups or departments to review student progress monitoring assessment data and student academic progress in all subjects to ensure students are mastering state standards. Instructional-related decisions and school-wide action plans, which include additional interventions and tutoring for specific students, will be made based on data.
- Teachers will schedule data chats with students throughout the year to review each student's current level of mastery on achieving state standards and to set target goals for achievement.
- Students with special needs (ESE, ELL, 504, Gifted) will receive high quality support services and appropriate accommodations in accordance with their individualized

educational plans and goals. Instructional strategies and scaffolding will be used to assist these students in mastering grade level 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.

North River Charter Academy has carefully identified core curriculum and intervention programs that are evidence-based and aligned to the B.E.S.T. Standards in ELA, the B.E.S.T. Standards in Mathematics, and the Next Generation Sunshine State Standards (NGSSS) in Science and Social Studies. Curricular choices for all core subjects and elective courses have been identified with the goal of using these programs to prepare students to achieve the Florida standards. Additionally, NRCA will comply with all statutory requirements for instruction stipulated in s.1003.42 – Required instruction, F.S., that meets the highest standards for instruction. Any personnel involved in the selection of library materials will complete the training developed by the Florida Department of Education. Each book made available to students in a library or included on a reading list will have been selected by an employee who has a valid educational media specialist certificate. All materials made available to students in grades K-5 through the library or through a reading list will be published in a searchable format A description of all core academic courses and proposed curricular choices are specified in the charts which are provided below in response to Question B.

Primary Evidence-Based Instructional Strategies

NRCA's curriculum is based upon research-based educational practices, teaching methods and high standards for student learning. The proposed curriculum aligns with the school's mission and vision and meets the educational needs of the student target population that the school intends to serve. The school's curriculum is based upon research- based educational practices, teaching methods and high standards for student learning. As stated in the School's mission, NRCA intends to provide students with authentic learning opportunities that foster curiosity, creativity, critical thinking, and problem-solving through a hands-on, interdisciplinary approach. In accordance with the School's vision, NRCA will establish a student-centered and nurturing learning environment that actively engages all students in their learning and leads them toward achieving their maximum potential both academically and personally. In order to achieve this goal, the school must provide differentiated instruction in all core subject areas through the use of evidence based instructional strategies and methods designed to meet each students' needs. The School's goal is to provide personalized learning experiences that ensure early intervention for those students who demonstrate deficits or gaps in their learning while at the same time nurture the individual and unique talents and skills of all children to help them reach their full potential.

Differentiated Instruction

According to Charles Sisson in the article *The Benefits of Differentiation in the Classroom,*

differentiated instruction is a well-established and research-based practice that helps every student, rather than providing one uniform lesson to all. In 2008, education researcher John Hattie and his team completed a monumental synthesis that showed differentiating instruction to be more than twice as effective as instruction without it. Research clearly shows that there is no other approach that can have the impact of differentiation (https://www.hmhco.com/blog/benefits-of-differentiation-in-the-classroom). As stated in *Differentiated Instruction: A Guide for Educators* (2023), "Differentiated instruction is an effective way to meet the unique needs of every learner in your classroom" (https://www.hmhco.com/forms/differentiated-instruction-guide-for-educators). Zoe Del Mar (2023) states that differentiation, or tailoring classroom instruction, can help meet your students' diverse needs when delivered effectively. There are many reasons students might learn at a different pace, including socioeconomics, home life, physical and mental development, or other factors that impact learning. Finding new strategies to reach all of your students will help them to make progress in their learning goals (https://www.hmhco.com/blog/differentiated-instruction-articles-resources-for-teachers). Education researcher Tomlinson (2018) defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests, and learning profiles (https://cirl.etoncollege.com/a-few-thoughts-on-differentiation/). According to a 2019 article titled *Differentiation in the classroom – Pros and Cons of Differentiated Instruction,* teachers can differentiate instruction through four ways: **1. Content, 2. Process, 3. Product, and 4. Learning Environment.** The article defines each of these four ways as follows **(**https://teacherslicensedubaiuae.com/standard-2-professional-knowledge/differentiation-in-the-classroom-pros-and-cons-of-differentiated-instruction/**)**:

1. Content – Some students in the class may be completely unfamiliar with the concepts in a lesson, some students may have from lower-order thinking skills to higher-order thinking skills. According to the author, there are six levels which include the following: remembering, understanding, applying, analyzing, evaluating, and creating. Students who are unfamiliar with a lesson could be required to complete tasks on the lower levels: remembering and understanding. Students with some mastery could be asked to apply and analyze the content, and students who have high levels of mastery could be asked to complete tasks in the areas of evaluating and creating. The author provides the following examples of differentiating activities:

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.

2. Process - Each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory, and kinesthetic, and through words. This process-related method also addresses the fact that not all students require the same amount of support from the teacher, and students could choose to work in pairs, small groups, or individually. And while some students may benefit from one-on-one interaction with the teacher or the classroom aide, others may be able to progress by themselves. Teachers can enhance student learning by offering support based on individual needs.

Below are examples of differentiating the process:

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

3. Product - The product is what the student creates at the end of the lesson to demonstrate the mastery of the content. This can be in the form of tests, projects, reports, or other activities. You could assign students to complete activities that show mastery of an educational concept in a way the student prefers, based on learning style. Below are examples of differentiating the end product:

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

4. Learning Environment - The conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Psychologically speaking, teachers should use classroom management techniques that support a safe and supportive learning environment. Below are examples of differentiating the environment:

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.

In addition to providing differentiated instruction in each classroom, NRCA will use i-Ready Diagnostic, a computer adaptive test that matches the difficulty of test questions to the ability of each student. As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier (https://whatisflike.com/what-score-do-you-need-to-pass-i-ready/). In both scenarios, the test adapts to find the precise ability of each student in the quickest, most efficient way possible. i-Ready personalizes or differentiates students' learning and monitors progress throughout the school year. i-Ready Learning provides rigorous, motivating instruction and resources for students.

Cathy Weselby (2014), provides the following differentiated strategies to be used across all content areas (https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/):

- Scaffold instruction by giving clear explicit explanations with visuals. Verbally and visually explain the topic. Use anchor charts, drawings, diagrams, and reference guides to foster a clearer understanding. If applicable, provide a video clip for students to watch.
- Use a multi-sensory approach. Get students' senses involved in lessons, including taste and smell Multisensory involves at least two or more senses, including sight, hearing, feeling (tactile), or kinesthetic (awareness of motion).
- Use flexible grouping to create partnerships and teach students how to work collaboratively on tasks. Create partnerships where the students are of equal ability, partnerships where once the student will be challenged by their partner and another time they will be pushing and challenging their partner.

- Use manipulatives, especially with students that have more difficulty grasping a concept.
- Use modeling to demonstrate tasks or expectations.

Additional strategies provided by Charles Sisson (2022) in *The Benefits of Differentiation in the Classroom* include the following (https://www.hmhco.com/blog/benefits-of-differentiation-in-the-classroom):

- Implement activities like think-pair-share and think aloud to help students process and reflect on their thinking.
- Utilize explicit modeling. Whether it's notetaking, problem solving in math, or making a sandwich, students often require a step-by-step guide to make connections.
- Provide students with needed background information and activate prior knowledge.
- Explicitly teach and review key vocabulary terms and present visual aids and realia.
- Use graphic organizers like KWL charts to lead discussions and have students share what they already know about the topic. Michael James Meyer (2009) states that KWL charts help students to synthesize what they know (K), what they want to know (W), and what they have learned (L) about a topic (https://core.ac.uk/download/230664525.pdf). The chart is a valuable tool for students to focus their research and guide them in a direction to pick a topic and dive into the subject.
- Provide access to dictation technology and/or audiobook or read aloud technology.
- Refer students to electronic resources to close gaps in learning.
- When students have finished stretch activities, have them support their peers. This may require coaching the peer teacher first, but it pays off with big gains.
- Incorporate centers/learning stations during instructional blocks. This popular strategy at the primary level can be used at any grade and be incorporated into a vast range of subjects, providing choice, tiered work, and access to students with similar needs.

Weselby (2014), provides the following differentiated instructional strategies for differentiating in math, science, reading, and special education classrooms (https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/):

- Math:
    - Teach mini lessons to individuals or groups of students who did not grasp the concept you were teaching during the large group lesson. This also lends time for compacting activities for those who have mastered the subject.
    - Have students that have already mastered the subject matter create notes for students that are still learning.
    - For students that have mastered the lesson being taught, require them to give in-depth, step-by-step explanation of their solution process, while not being rigid about the process with students who are still learning the basics of a concept if they arrive at the correct answer.
    - Provide students with a choice board. They could have the options to learn about probability by playing a game with a peer, watching a video, reading the textbook, or working out problems on a worksheet.
- Science:
    - Create a visual word wall. Use pictures and corresponding labels to help students remember terms.
    - Set up interest centers. When learning about dinosaurs you might have an

"excavation" center, a reading center, a dinosaur art project that focuses on their anatomy, and a video center.
    - Provide content learning in various formats such as showing a video about dinosaurs, handing out a worksheet with pictures of dinosaurs and labels, and providing a fill-in-the-blank work sheet with interesting dinosaur facts.
- Reading:
    - Tiered assignments can be used in reading to allow the students to show what they have learned at a level that suits them. One student might create a visual story board while another student might write a book report.
- Special Education:
    - Assistive technology is often an important component of differential instruction for students with special needs or lack of English language proficiency. Provide the students that need them with screen readers, personal tablets for communication, and voice recognition software.
    - Be flexible when giving assessments. Posters, models, performances, and drawings can show what students have learned in a way that reflects their personal strengths. Teachers can test for knowledge using rubrics instead of multiple-choice questions, or even build a portfolio of student work. Teachers could also have students answer questions orally.

Students Performing Below Grade Level

NRCA believes that **early identification and intervention** for struggling students is critically important. As stipulated in s. 1001.42(18)(b) Early warning system, and cited in eSchool News (https://www.eschoolnews.com/tag/dropout-prevention/), schools that serve students in grades K-8 shall "implement an early warning system to identify students who need additional support." Early warning indicators for all students include excessive absences, suspensions, course failure in ELA or math, and Level 1 scores on state exams in ELA or math. An additional critical condition that must be addressed early on for students in grades K-3 is a substantial deficiency in reading, and for students in grades K-4, a substantial mathematics deficiency. Florida statute 1001.42 further stipulates that data and information relating to students' early warning indicators and assessment data "must be used to inform any intervention strategies provided to the student." The parent of any K-3 student "who exhibits a substantial reading deficiency or the characteristics of dyslexia" pursuant to s. 217 1008.25(5), or any K-4 student "who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia" pursuant to s. 1008.25(6), shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in s. 1008.25(4)(b). The statute further stipulates that "a school may not wait for a student to receive a failing grade at the end of a grading period" to identify the student as having a substantial reading or math deficiency and initiate intensive interventions. In addition, "a school may not wait until a psychological evaluation is completed to provide appropriate, evidence-based interventions." Such interventions must be initiated based on the student's specific areas of difficulty. A student's reading and math "proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency in a pre-determined manner, which may include achieving a Level 3 on the statewide, standardized English Language Arts or math assessment." The law further states the following:

> "To determine student performance and annual progress, each student must participate in the statewide, standardized assessment program required under s. 1008.22 and the

coordinated screening and progress monitoring system. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who has a substantial reading deficiency or a substantial mathematics deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum:

- The student's specific, identified reading or mathematics skill deficiency.
- Goals and benchmarks for student growth in reading or mathematics.
- A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
- For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
- Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
- Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development."

Dyslexia, Dysgraphia, and Dyscalculia

Dyslexia is a type of reading disability, dysgraphia is a type of written language disability, and dyscalculia is a type of math disability. Not all students who are diagnosed with a disability meet SLD eligibility criteria, or require the resources provided through special education services in order to progress adequately and meet grade level expectations. Schools should recognize that these disabilities do exist and may or may not require the school to monitor progress and adjust instruction and interventions. As with all students, the school's responsibility is to maintain the student's progress and performance by matching the student's unique needs to resources available through general education. Some students who have pre-existing diagnoses may also have educational needs beyond what can be provided within general education programs. These students may require sustained and substantial effort with intense, individualized interventions to achieve and maintain adequate progress. Students who meet all the eligibility criteria set forth in the rule can be found eligible for special education and related services; however, a diagnosis alone is not sufficient to establish special education eligibility. Students who are not found eligible for special education may qualify for a Section 504 Plan. Ultimately, the individual student's needs and the resources required to meet those needs are identified through the MTSS problem-solving/response to intervention process. Matching the student's instructional needs to intervention supports based on these findings is the responsibility of the school,

- **Dyslexia** is a language-based learning difference that makes it challenging to process the phonological component of language, as well as reading comprehension, which leads to difficulty reading, decoding, and understanding words fluently. This learning difference exists on a continuum—from mild to severe—and it affects children with normal intelligence. Children with dyslexia may struggle to read words despite extensive studying and practice, and it often takes extra effort to decode letters, sounds, and words. While dyslexia typically affects a child's ability to read, these difficulties can also impact one's arithmetic.

- **Dyscalculia** is characterized by difficulty in math or math-related exercises and tasks. This condition is sometimes referred to as *math dyslexia* or *number dyslexia*, though dyscalculia and dyslexia are vastly different conditions. Children with dyscalculia often struggle to remember facts about numbers or math in general. For example, a child may know the word "four" but not be able to connect it to the numeral "4." In some cases, children with dyscalculia may have trouble remembering numbers in their head, which makes it difficult to perform multiple step math problems. Dyscalculia can also affect a child's ability to understand and apply number concepts such as "greater than" or "less than." Explicit and multisensory instruction must be used to support the child through a systematic approach. Multisensory instruction involves the use of at least two or more senses, including sight, hearing, feeling (tactile), or kinesthetic (awareness of motion). Multisensory instruction requires cumulative lesson plans and the use of visual aids and other accommodations to improve focus and comprehension in a smaller group setting. Early intervention and adequate instruction can help to limit the negative effects of dyscalculia.
- **Dysgraphia** is a learning challenge that impacts a child's ability to write, type, and spell. Children with dysgraphia have to focus excessively on transcription (the basic writing skill that involves written production of letters and words), which inhibits their ability to express themselves or convey cohesive thoughts on paper. Impaired handwriting can interfere with a student's ability to accurately and efficiently write letters, numbers, and words. Early observation and identification are key to helping a child overcome the difficulties associated with dysgraphia. Handwriting is not simply a motor skill, so coordinated intervention between professionals, such as a speech-language pathologist, occupational therapist, and a learning specialist, is one of the most beneficial methods of treatment for this condition. Additionally, early literacy programs must provide the necessary explicit, systematic, and multisensory instruction students need to learn how to write.
  Research on steam

Multi-Tiered System of Supports

NRCA will implement a Multi-Tiered System of Supports (MTSS) framework to meet the academic, behavioral, and emotional needs of students at all grade levels. MTSS is built on the idea of **intervening early** to prevent failure and to maximize the effectiveness of curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students and intervention support for some students.

Effective implementation of MTSS is associated with an increased likelihood of instruction and interventions leading to successful student outcomes (*School Climate and Behavior / Multi-Tiered System of Supports* retrieved from https://www.pcsb.org/mtss). Implementing MTSS contributes to more meaningful earlier identification of learning and behavioral problems, and improvement of instructional quality. High-quality implementation of MTSS provides all students with the best opportunities to succeed in school and assists with the earlier identification of students with disabilities. MTSS benefits all students in that it provides a framework for more personalized instruction and need-based interventions and support. MTSS provides the structure and framework to provide interventions for students who need help, and, when necessary, document interventions for students who might be considered for special education services. MTSS provides the framework for teaching standards, providing focused instruction and

intervention, ensuring that all students are learning and maximizing their potential. The principal and collaborative problem-solving team, referred to as the "Success Team" at NRCA, are critical to implementing a MTSS at the school level. The Success Team is a multi-disciplinary team of professionals who use a problem-solving approach to make informed decisions, implement student learning and intervention plans (academic, behavior, social-emotional learning), monitor attainment of student goals, coordinate delivery of services, allocate the resources needed to fully implement the plans, and monitor the effectiveness of all tiers of instruction (Tiers 1-3). The Success Team includes parents in the intervention and support process from the beginning and throughout the process. The Success Team assists students, families, and teachers in identifying positive solutions for all students. The Team examines factors that may be impacting academic, behavioral, and social-emotional success for students (i.e., instruction, curriculum, environment, and learner-centered variables). The primary goal of the Success Team is to support teachers and parents by generating effective research-based academic and behavioral strategies, interventions, and supports for students in need of more intensive and/or individualized instruction. These teams follow the four-step problem solving process and use school, class, and individual student data to monitor the effectiveness of programs and interventions. In a Multi-Tiered System of Supports framework data-based problem solving is used to determine the intensity and focus of instruction and intervention designed to meet students' academic, behavioral, and social-emotional needs. Data-based decision making is an integral part of the teaming process. Teams use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions, and evaluate student progress to determine next steps. In implementing a MTSS, a three-tiered instruction and intervention framework, described below, is used to organize resources and supports to ensure student learning and educational success.

- **Tier 1: Universal Instruction and Supports** is provided for *all* students. This is the general academic and behavior instruction and support designed and differentiated for all students in all settings to support the full continuum of student needs. Tier 1 is the core classroom instruction is often referred to as "universal" instruction, as it is intended to provide appropriate support to every student in the classroom. In the MTSS framework, however, Tier 1 should not be considered "basic" instruction—it is preventative, proactive, and should be aligned to the highest standards. In most situations, Tier 1 is the largest tier and includes not just high-quality classroom instruction, but also differentiated instruction, social and emotional learning, and general best teaching practices.

- **Tier 2: Targeted Interventions and Supports** are provided for *some* students. This is the academic and behavioral instruction and intervention that is provided to students who show a need for help in addition to the instruction and support they receive at Tier 1. Targeted (Tier 2) instruction and intervention is more intensive than Universal (Tier 1). Increased intensity is defined as an increase in time, a narrower focus, and a broader type of instruction. **Targeted Tier 2 instruction** is strategic instruction, at a grade level, for students who need additional support in learning grade level academic or behavioral material. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Approximately 10 – 15% of students may need Targeted (Tier 2) instruction in the ideal MTSS framework.

- **Tier 3: Intensive Individualized Interventions and Supports** is provided for a *few* students. This is the academic and behavioral instruction and intervention that is provided to students who show a need for intensive and individualized support that is provided in addition to Universal (Tier 1) and as determined may need Targeted (Tier 2) instruction and intervention. **Intensive (Tier 3) Instruction** is intensive instruction and support provided to approximately 1 – 5% of the students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically, these students do not have the appropriate grade level skills yet to be successful in solely Tier 1. Intensive (Tier 3) provides yet an additional level of intervention to help students develop foundational skills and the most critical set of academic and behavioral skills.

The effectiveness of each tier of instruction must be regularly monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision making at all levels within the system.

B.

- **If the curriculum is fully developed, summarize curricular choices (e.g., textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence[3] for each core subject for each division (elementary, middle, and high school) the school would serve.**

NRCA's **Core Academic Areas and Proposed Curriculum Charts** are included as Addendum FF.2. The charts depict NRCA's proposed curriculum choices for all core areas. The curriculum and programs listed are contingent upon the inclusion of these materials on the approved textbook adoption list for the State of Florida and subject to change, as needed, to remain in compliance with FLDOE-approved curriculum and instructional materials at the time of the School's opening. Attachment C includes a sample course scope and sequence from the proposed curriculum for each core subject area for an elementary grade and a middle school grade.

CORE ACADEMIC AREAS AND PROPOSED CURRICULUM

English Language Arts/Reading (K-8)

NRCA will provide comprehensive reading instruction to students in grade K-8 grounded in the science of reading research. The curriculum selected is aligned to the B.E.S.T. Standard for ELA. The School will use Manatee Countee's Evidence-Based Comprehensive Reading Plan with certain modifications to the curriculum. NRCA will use a core curriculum and differentiated strategies to provide reading instruction for students performing at grade level and above, and a separate reading curriculum and strategies for students performing below grade level in reading. A detailed reading plan for NRCA is included as Attachment D. The proposed core, supplementary and intervention curriculum for ELA is included as **Addendum FF.2.**

Mathematics (K-8) and Algebra 1

NRCA will use a core curriculum and differentiated strategies to provide mathematics instruction for students in grades K-8 who are performing at grade level and above, and a separate mathematics curriculum and strategies for students performing below grade level in math. Using the B.E.S.T. Standards for Mathematics to guide what students are responsible to know and be able to do, teachers will support students in mastery of both content and skills they need to be successful in high school. Teachers will pace instruction using a pacing guide that is aligned to the

state adopted textbook as well as the B.E.S.T. Standards in Mathematics. The goal of the pacing guide is to ensure an efficient timeline for instruction and to present course content sequentially, consistently, and at a high level. The proposed core, supplementary and intervention curriculum for Mathematics is included as **Addendum FF.2.**

Science (K-8)

The science curriculum will ensure students in grades K-8 master the NGSSS in Science by delivering content using research-based strategies that engage students at the highest levels, including inquiry-based lab activities, modeling opportunities and authentic application challenges. Teachers will incorporate text-specific questions and encourage students to provide text-based evidence to answer these scientific questions. The School will use pacing guides that include unit plans and are aligned to the NGSSS Standards in Science. NRCA will embed a supplementary program that combines science and engineering as part of the School's STEAM focus. This program will help students develop important critical-thinking skills and prepare students for success in college and career readiness. The School will use pacing guides that are aligned to the NGSSS for Science through lessons included in the core textbook and supplementary program. Florida health education standards will be incorporated into the science and physical education programs. The school will comply with curriculum requirements as provided in S.1003.42 F.S. The proposed core and supplementary curriculum for Science is included as **Addendum FF.2.**

Social Studies (K-8)

The School's core curriculum for social studies for students in grades K-8 is designed to support the Florida Social Studies Next Generation Sunshine State Standards and the Florida Department of Education's Social Studies Education Program. NRCA's social studies program will incorporate all state-required initiatives and programs as delineated in s.1003.42, F.S. including, but not limited to, U.S. History and Government, Patriotism, the Holocaust, History and Contributions of African Americans, Hispanic contributions, Asian contributions, Equality of All Persons, etc. The CPalms website provides the Civics and Government (CG) standards which reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools: 1) Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism, 2) Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present, and likely future effects, 3) Students have a sense of civic pride and participate regularly in all levels of government, and 4) Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens (https://www.cpalms.org/PreviewCourse/Preview/22187?isShowCurrent=false%27). The proposed core and supplementary curriculum for Social Studies is included as Addendum FF.2.

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

Reading will be the Primary Focus of NRCA

According to Thomas in *The Science of Reading* (2023), "all children must be afforded instruction

that prepares them to read and write at proficient and advanced levels. Children who are skilled readers and writers will be empowered by their literacy." NRCA believes that all students can become skilled readers, and the best way to get them there is explicit, systematic, and evidence-based literacy instruction grounded in the body of research that has proven that teaching students to read is an art and a science. In the early grades, the reading standards will emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. According to Dr. Holly Lane, University of Florida Literacy Institute, "Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort." When decoding is effortless, a reader's limited working memory is freed up so the reader can focus on meaning (Florida's B.E.S.T. ELA Standards, page 6). According to The Reading League's 2022 publication titled *Science of Reading: Defining Guide*, "Educators who are knowledgeable about the necessary connections between the pronunciation of the spoken word, the sequence of letters in the printed word, and the meaning of the word, can implement reading instruction and assessment that promotes the level of automatic word recognition that is necessary for deep processing of the meaning of texts" (p. 14). To ensure that all students at all grade levels have effective reading instruction, NRCA must ensure that its teachers have both the deep knowledge and specific teaching expertise needed to teach the essential elements of reading. The School will provide professional learning in the science of reading for all classroom teachers, instructional coaches, and the principal to ensure they acquire the knowledge and skills to provide reading instruction and interventions as needed. By leveraging high quality professional learning in literacy instruction, the principal will increase his/her capacity to create a school culture that prioritizes excellent literacy instruction. Teachers have an opportunity to affect educational achievement through evidence-based instruction. The School's objective will be to increase the number of students who are reading on grade level before they reach the third grade. The School recognizes the need to address early student literacy gaps to effectively prepare students for the more rigorous content of grades 3-8. Intensive reading interventions (Tier 3) must be delivered by instructional personnel who possess literacy micro-credential or are certified or endorsed in reading. Instructional personnel who possess a literacy micro-credential and are delivering intensive reading interventions must be supervised by an individual certified or endorsed in reading. NRCA will deliver reading instruction that is personalized and meets the individual needs of the student. The School recognizes that some students need additional support to comprehend grade-level texts. A student learning English may need additional explicit instruction in academic vocabulary, while another student may have learning gaps in critical phonics skills that makes it difficult to decode multisyllabic words. According to the research on the science of reading, an effective reading program teaches foundational skills through a structured approach that includes the following aspects of the science of reading which will be systematically, sequentially, and cumulatively taught to students (https://www.waitetunaschool.com/post/school-newsletter-term-1-week-2):

- Phonemic Awareness
- Letter Formation
- Phonics
- Spelling
- Meaningful Word Parts
- Comprehension.

A Structured Literacy Approach

Reading instruction for all students will follow evidence-based methods and strategies grounded in the science of reading. The School will use a Structured Literacy Approach to assist readers of all ages and ability levels. Dr. Kirstina Ordetx (2021) published an article in the IMSE Journal titled *What Every Teacher Needs: A Good Science of Reading Curriculum* which states that "Structured Literacy is an approach to teaching reading that is based on the science of reading and years of research into how a child's brain acquires and processes information." As a result, Structured Literacy avoids assuming a child will identify or discover patterns in words to efficiently read and spell. Structured Literacy hinges on a well-developed, systematic, and cumulative curriculum that directly teaches students phonology, sound-symbol association, syllables, morphology, syntax, and semantics in an explicit and diagnostic manner. Dr. Ordetx states that "by using a systematic and cumulative approach, Structured Literacy remains organized and logical, starting with the easier, basic concepts and building upon those learned skills." The explicit approach requires consistent and direct student-teacher interaction, which allows for targeted and multisensory instruction to meet the different learning styles struggle of individual students. According to Dr. Ordetx, "Structured Literacy requires teachers to continually monitor the progress of students as they learn to read using standard, measurable methods of assessment." The Structured Literacy approach provides an ideal reading instruction curriculum for students founded upon the science of reading. While phonics and decoding are major components of such, Structured Literacy is not just phonics instruction. There are seven key *elements* of Structured Literacy instruction:

1. **Phonology**: the ability to distinguish, segment, blend and manipulate sounds (phonemic awareness)
2. **Sound-symbol association:** understanding how to map sounds to letters/graphemes.
3. **Syllables:** knowing the six types of syllable/vowel grapheme conventions and how to distinguish syllables for decoding.
4. **Patterns and conventions of print (orthography):** recognizing written syllable patterns that help a reader divide longer words into readable chunks and understand spelling conventions.
5. **Morphology**: the knowledge of the smallest language units (morphemes) including affixes and root words which form complex words.
6. **Syntax:** understanding the grammar and mechanical principles which relate to and determine word function.
7. **Semantics**: the skills to convey, comprehend and appreciate language meaning.

To be effective, Structured Literacy instruction must be guided by these evidence-based principles (https://www.giantleaps.nz/blog/structured-literacy-for-reading-success):

- **Explicit:** Structured Literacy instruction must be explicit. It requires direct teaching of concepts with guided practice and continuous student-teacher interaction. The teacher does not assume the student has deduced any concepts or skills.
- **Systematic & Cumulative:** Structured Literacy instruction must be systematic and cumulative. The instruction must follow a logical and methodical sequence of skills which build upon one another.
- **Hands-on, Engaging, & Multimodal:** Structured Literacy instruction often includes hands-on learning such as moving tiles into sound boxes as words are analyzed, using hand gestures to support memory for associations, building words with letter tiles, assembling sentences with words on cards, color-coding sentences in paragraphs, and so forth.

Listening, speaking, reading, and writing are often paired with one another to foster multimodal language learning.

- **Diagnostic & Responsive:** Structured Literacy instruction must be diagnostic and responsive. Teachers must use careful, continuous assessment to individualize instruction**.** Reading skills should be automatized so energy can be freed up for higher level comprehension and composition.

In the earlier grades, students will initially be taught to build word recognition skills through direct, explicit instruction in these areas (https://core.ac.uk/download/231840761.pdf):

- **Phonological Awareness:** the ability to recognize and manipulate the sounds of spoken language.
- **Phonics:** the ability to map sounds onto letters or combinations of letters (i e,sound spellings)
- **Recognition of High-Frequency Words:** the ability to automatically identify and read words that occur most often in text.

As students in the upper grades move systematically from learning to read to reading to learn, the following skills are essential for students to become proficient readers:

- **Literacy Knowledge** (Concepts of Print, Genres and Text Features)**:** knowledge specific to understanding how print works, such as reading it from left to right and top to bottom in English, and knowledge specific to understanding the features of literary and informational text.
- **Background Knowledge** (Content and Cultural): information stored in the brain based on prior experiences of topics and ideas.
- **Verbal Reasoning:** the ability to draw conclusions by connecting new information to what is already known.
- **Language Structures:** the knowledge of word meanings and how they are combined into meaningful sentences.

Research indicates that there are additional contributors to skilled reading which form bridging processes both within and across word recognition and language comprehension:

- **Fluency:** the ability to read with accuracy, automaticity, intonation/inflection, and proper phrasing
  - Teachers at NRCA will develop students' fluency through guided, repeated recorded readings or read alouds that address word recognition, speed, comprehension, and prosody.
- **Vocabulary Knowledge:** the ability to understand the meanings of words and phrases.
  - Teachers at NRCA will explicitly teach academic vocabulary at all grade levels, with a focus on content vocabulary within each core subject area.
- **Active Self-Regulation** the interest and desire to read that leads to active reading which includes *motivation* and *engagement.*
  - NRCA believes that students themselves play a key role in reading success. Skilled readers will utilize self-regulation strategies to maintain engagement with the text. In keeping with the School's guiding principles, the NRCA will help students acquire leadership skills, responsibility, accountability, and other character traits that will help them set goals and achieve them.

To promote **reading comprehension**, teachers will model close reading skills critical for reading to learn. Lessons will focus on standards mastery and teachers will use student growth data to inform instruction. At all grade levels, teachers will plan for small group instruction that includes targeted lessons based on identified skill gaps. Teachers will set target learning goals with students and work together with students and parents to reach them. NRCA will follow the district's evidence-based reading plan for students in grades K-8 with some modifications to the curriculum materials used. A detailed summary of the school's reading curriculum is included as Attachment D. To supplement the core reading curriculum, NRCA will use *i-Ready Reading* in grades K-8 to help teachers identify each student's unique literacy profile. Designed to enhance core ELA instruction, i-Ready accelerates achievement for all K-8 students. The program delivers personalized K-8 reading instruction and intervention that meets each student where they are and helps them grow.

Research-based curriculum and strategies for students who are reading at grade level or higher

To meet the needs of students who are reading at or above grade level, NRCA will provide enrichment lessons that are available through the reading textbook curriculum. These differentiated lessons and assignments will provide students with opportunities to practice and refine reading skills by engaging in critical thinking activities focusing on the specifications and depth of the grade level standards and above grade level standards. Additionally, these students will participate in novel studies accompanied by engaging and interesting assignments and projects related to the book.

Research-based curriculum and strategy for students reading below grade level

Even when best efforts are made to provide comprehensive core instruction, intervention remains a necessary tool for ensuring that students receive the targeted instruction they need to overcome reading difficulties. Rather than waiting for students to fall behind before providing reading support, the MTSS model provides the early identification of students reading below grade level through diagnostic baseline assessments and immediate instructional response that improves student outcomes through prevention of and intervention for reading difficulties. Assessment results help determine if students are successful with Tier 1, or core, instruction, which includes comprehensive whole-class and small-group instruction. The most effective interventions:

- Occur early in the child's schooling
- Ensure high-quality instruction
- Are data-informed
- Are differentiated and targeted
- Give special attention to intensity and duration.

A white paper published by Collaborative Classroom titled *What practices support effective, high-quality reading intervention?* (2023) defines intervention is "an essential tool for ensuring that all students receive the targeted instruction they need to overcome reading difficulties." While some students may never need intervention, for others it provides a lifeline to a successful future. To ensure its effectiveness, an intervention framework must provide a multilayered effort to ensure that every student receives what he or she needs in order to develop to full potential as a fluent, independent reader. When executed well, intervention instruction can make a significant difference in the educational trajectories of students. It is imperative that best practices in intervention be paired with best practices for core instruction. If Tier 1 instruction is lacking, then even the most

effective interventions will not be able to remedy that deficiency. In fact, the goal of intensified tiered instruction is to accelerate student learning so that students will no longer require additional levels of instruction and will be able to fully benefit from core instruction (https://info.collaborativeclassroom.org/high-quality-interventions-to-ensure-literacy-for-all-students).

Reading Intervention Strategies for Struggling Readers

According to Allison Green (2022), "reading intervention entails intensive or targeted instruction on reading to accelerate those who are reading below grade level." Green specifies that in the MTSS framework, "intervention can be provided at various stages: a) providing students with additional supports in the Tier 1 core space; b) delivering push-in or pull-out targeted interventions in Tier 2; or c) allocating a designated time for a smaller group of students for intensive intervention who are multiple years behind in Tier 3" (https://bostontutoringservices.com/blog/2022/06/reading-intervention-strategies/). To address the needs of struggling readers, NRCA will adhere to the following practices:

- Use Data to Determine Eligibility and Inform Instruction
- Deliver Explicit Systematic, and Cumulative Instruction
- Provide Scaffolded Independent Reading Practice

B. 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.

NRCA intends to offer Career & Technical Education (CTE) courses once the middle school is fully developed (grades 6, 7, and 8 are offered). In keeping with the School's focus on STEAM disciplines, CTE courses offered will fall into the Information Technology career cluster. This career cluster will help prepare students for occupations important to Florida's businesses and industries. The CTE curriculum framework includes program standards that are both academically integrated and responsive to high-demand careers. The CTE courses offered at the School will depend on middle school student enrollment, student interest (based on survey), available funding for implementation of courses, and availability of qualified instructors or program providers. A designated staff member will be responsible for developing and monitoring the implementation of the Information Technology Career Cluster. Below is a list of middle school CTE courses that are clustered under "Information Technology" on the Florida Department of Education website that may be offered at the school if feasible:

- Coding Fundamentals (9009200)
- Digital Discoveries in Society (9009600)
- Exploring Information Technology Careers (9009350)
- Exploring Information Technology Careers & Career Planning
- Fundamentals of Networking and Information Support (9009400)
- Fundamentals of Web and Software Development (9009500)
- Information and Communications Technology ICT) Essentials (9009100)
- Information and Communications Technology (ICT) Essentials Careers & Career Planning

(9009370)
- Orientation to Career Clusters (8000400)

Below is an example of the curriculum framework for a course listed in the Information Technology Career Cluster for Middle School provided in the .

- **Course Title - Coding Fundamentals (9009200)**
  Course Type: Orientation/Exploratory
  Career Cluster: Information Technology
  Course length: Semester/Year
- **Purpose -** To provide students with foundational knowledge and skills related to computer coding and software development.
- **Course Structure –** Course instructors must hold at least one of the following teacher certifications:
  - BUS ED 1@2
  - COMPU SCI 6
  - INFO TECH 7G
- **Standards** - Student will be able to perform the following:
  1. Demonstrate proficiency using specialized computer coding software.
  2. Develop an awareness of programming languages.
  3. Demonstrate proficiency using common software applications.
  4. Demonstrate knowledge, skill, and application of information systems.
  5. Demonstrate comprehension and communication.
  6. Demonstrate knowledge of different operating systems.
  7. Demonstrate proficiency in basic programming.

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

NRCA has selected research-based programs and materials to develop its curriculum. The materials selected will be used to implement the NRCA's Educational Plan as described in Section 3 of this application. The curriculum programs selected for the four core academic areas are described in a detailed chart located in this section (Section 4) in response to Question B, under the section titled "Core Academic Areas and Proposed Curriculum." These curriculum programs have been approved by the FLDOE for use in each course and grade level. These materials will be used to teach all Florida state standards. To ensure all standards are covered, teachers will use pacing guides that ensure each standard is taught using the selected programs or additional research-based materials. The School's applicant team conducted extensive research on educational practices that yielded favorable outcomes for students in grades K-8 to develop its education plan. As a result of this research, the applicant team identified four key areas upon which to build NRCA's Educational Plan. The research base used to design the School's Educational Plan is detailed in Section 3 in response to Question C. The next step for the applicant team was to select curriculum programs for each subject and grade level that were aligned to the School's mission and Educational Program. The team reviewed materials that were approved by the state and aligned to state standards. The ultimate selection for the School's core curriculum was based on a review of each program to ensure that it was grounded in educational research or included studies of schools that used the program with successful results. Below are the programs selected

for each core subject area and the research provided by the publishers.

❖ **K-5 ELA Core Curriculum and K-2 Writing Curriculum: Savvas *myView Literacy***

myView Literacy provides comprehensive, explicit instruction grounded in the Science of Reading. Research on the science of reading is provided in Section 3 under the heading Research on the Science of Reading in response to Question C of this application. The Savvas website states that its Academic Research Team "informs key decisions about a program's pedagogical approach, instructional design, creative design, and ease of use, as well as its effectiveness in the classroom" (https://www.savvas.com/index.cfm?locator=PS32J7).

❖ **2-8 Core Writing Program: *Write Score***

Write Score writing supplemental materials are derived from current critical and comprehensive research reviews, as well as large-scale federally funded research reviews. Adherence to state and national assessment guidelines and standards are carefully followed to ensure proper alignment. Write Score's assessment and instructional materials are also derived from information included in edited handbooks and research journals. *Write Score* recently commissioned a study to examine the degree to which the Write Score formative writing assessment and related resources is associated with gains in writing performance. The participants included students in the same school in grade 7 over a ten-week period of time. During that time, students in the control group received whole group, "business as usual" writing instruction twice per week that was not guided by baseline data. The Write Score group was provided targeted, small-group instruction twice per week guided by baseline assessment data and Write Score lesson plans and resources. At the end of ten weeks, each group was administered a second assessment. In the focus area of study, the Write Score group showed an increase of .49, while the control group showed a .06 negative result. In the raw score comparison, students in the Write Score group showed an increase of .54 more in the overall score than the control group (https://www.writescore.com/).

❖ **K-3 Reading - Tier 2 Targeted Interventions and Tier 3 Intensive Interventions: Wilson Language Training *Fundations* and University of Florida Literacy Initiative (UFLI) Lesson Resources and Foundations Toolbox**

Fundations is an explicit and systematic program that uses a Structured Literacy approach grounded in the Science of Reading to teach foundational reading skills. Studies have demonstrated the impact of Fundations in schools across the U.S. A Florida district conducted an independent analysis which determined that Fundations implementation in the general classroom is associated with better performance on four of six tested DIBELS scores in first grade and the DIBELS Letter Naming Fluency (LNF) subtest in kindergarten (https://dev.wilsonlanguage.com/programs/fundations/evidence-of-effectiveness/).

❖ **6-8 ELA Core Curriculum: *Amplify ELA***

"Drawing on extensive research into learning, cognition, and literacy, *Amplify ELA* is designed specifically for middle school. In particular, the program has a strong research base behind its approach to differentiation and how it challenges all students to work critically and successfully with complex text" (https://amplify.com/research-and-case-studies/amplify-ela-research). Amplify incorporates feedback from educator-led teams from the field to continuously improve the program.

❖ **K-8 Reading – Tier 2 and Tier 3 Interventions: Curriculum Associates *i-Ready* Reading**

Curriculum Associates conducted a large-scale study on the relationship between *i-Ready* Diagnostic and the 2021 FSA. The research found a high correlation between i-Ready Diagnostic and the FSA. Correlation between i-Ready Diagnostic and FSA Curriculum Associates collected data from approximately 276,000 students across 17 districts in Florida. The research study found a strong correlation between i-Ready Diagnostic scores and scores on the FSA administered during the 2020–2021 school year. English Language Arts by Grade Average = .84; Mathematics by Grade Average = .85; Assessment correlations above .70 are considered as strong in educational research. i-Ready Diagnostic exceeded this benchmark in both subjects and across all grades. Correlations are one of the most used and widely accepted forms of validity evidence. Students using i-Ready Personalized Instruction for an average of 45 minutes or more per subject per week for at least 18 weeks showed statistically significantly greater growth than the average student who did not use ***i-Ready*** Personalized Instruction during the 2017–2018 school year (https://www.aspicteramo.it/i-ready-diagnostic-scores-2020/).

❖ **6-8 Intensive Reading 1, 2, 3 (Tier 2 and Tier 3): HMH *Read 180***

Read 180 is the result of decades of research constantly informing and enhancing program development. As the results of 40 research studies published in the latest *Read 180* compendium show, from 2000 to 2015, the program has been successful with students of diverse backgrounds in California and across the nation. In a bronze level study conducted in Deer Valley Unified School District, Arizona, fourth- through eighth-grade English learners made significant gains on the state reading test and HMH *Reading Inventory*® after using *Read 180* for a year (2012). Results of the 2006 to 2011 Striving Readers gold level studies conducted in school districts—four of which used *Read 180* for a period ranging from one to five years—showed significant increases in reading achievement for struggling readers. In 2007, the What Works Clearinghouse "determined that the extent of evidence for the impact of READ 180 on student achievement is medium to large" for general literacy (https://core.ac.uk/download/323018031.pdf). In a study published in the peer-reviewed journal *Educational Evaluation and Policy Analysis*, *Read 180* was shown to have a significantly positive effect on reading comprehension and vocabulary for fourth- through sixth-grade students (Kim et al., 2011).

❖ **K-8 Math Core Curriculum: National Geographic Learning *Big Ideas Math***

The pedagogical approach used in the *Big Ideas* programs follow the best practices outlined in the most prominent and widely accepted educational research including John Hattie's Visible Learning, NCTM's Principles to Actions, Jo Boaler's Mathematical Mindsets, Wiggins and McTighe's Understanding by Design, and others. Big Ideas offers both discovery learning and scaffolded lessons at all grade levels.

❖ **Algebra 1 (6-8): National Geographic Learning *Big Ideas Algebra 1***

Big Ideas Algebra 1 provides a seamless articulation of focused topics from course to course. The curriculum was developed by the same authorship team (Larson and Boswell). The rigorous curriculum provided in Big Ideas provides a balance of three important building blocks grounded in research: conceptual understanding, procedural fluency, and application.

❖ **3-5 Supplemental Math Programs and 6-8 Classroom intervention support for struggling students: ExploreLearning *Reflex* and Explore Learning *Frax***

In a 2011 white paper written by Paul Cholmsky, he describes how the *Reflex* system uses research-proven methods and innovative technology to provide an effective and efficient solution for developing students' math fact fluency to full automaticity. In this paper, Cholmsky cites extensive research on the critical role of fact fluency in elementary school level mathematics and beyond (e.g., Isaacs & Carroll, 1999; Kail & Hall, 1997; Miller & Heyward, 1992; Royer et al, 1999; Woodward, 2006; Zentall 1990). Explore Learning ***Frax*** employs strategies highlighted in a study conducted by leading researchers in the difficulties of learning fractions: *Putting Fractions Together*. Braithwaite, D. W., & Siegler, R. S. (2020, March 19). Explore Learning "surveyed 1,465 teachers that had been awarded a Frax Educator Grant in the 2021–2022 school year. The large majority of teachers reported substantial improvements in learning and engagement. Key findings showed that 99.7% of teachers said they saw improvement in student learning and engagement because of Frax, with 87% of these teachers saying that Frax was better than any other program or tool they used to teach fractions in the past" (https://www.explorelearning.com/resources/insights/frax-research-shows-improvement).

❖ **6-8 Math - Tier 2 and Tier 3 Interventions: HMH *Math 180***

A research study was conducted to evaluate the effectiveness of the *Math 180* Digital Access Solution to help striving middle school students attain critical mathematics skills and close the achievement gap. For the implementation model examined in this study, two schools used the *Math 180* Digital Access Solution in addition to their regular core instruction. The sample consisted of 32 students in the 5th and 6th grades from two public schools in Georgia. Students within these schools were identified by the district as needing additional support in math based on district assessment data. Students worked independently as directed by their teachers in either a computer lab or their math classroom using a mobile cart, which provided them with the necessary technology. The pre- and post-assessment used to obtain baseline and end-of-year performance was the *Math Inventory*®. Results showed that use of the *Math 180* Digital Access Solution was associated with significant improvements in mathematical performance. On average, students using the solution improved by 159.1 Quantile measures. This level of growth exceeded the average performance typically seen in this cohort.

❖ **K-8 Science Core Curriculum: *Discovery Education Science***

The ***Discovery Education*** platform is built upon a theory of action about how best to enhance the K-12 teaching and learning experience. Based on the theory of action instructional approach, Discovery Education (DE) produced a logic model that serves as a conceptual map for the DE platform. The ***Discovery Education*** platform is built upon a theory of action about how best to enhance the K-12 teaching and learning experience. A theory of action is a collection of statements that hypothesize how intentional actions will result in change, based on insights from existing research. Collectively, our theory of action statements describe the philosophical foundation underpinning the program's approach to teaching and learning. At the core of the model are three essential components, or domains, of high-quality teaching and learning in a K-12 environment. Based on the theory of action instructional approach, Discovery Education (DE) produced a logic model that serves as a conceptual map for the DE platform.

❖ **K-8 Social Studies Core Curriculum: Savvas K-5th - *My World Interactive; 6th-MyWorld - World History; 7th-Civics Interactive; 8th-MyWorld -American History Beginnings to 1877***

Savvas Social Studies Programs and History Programs promote inquiry built around the C3

Framework and aligned to standards. Compelling questions drive student inquiries and reinforce social studies. Students participate in real-world projects, analyze primary sources, and engage in constructive and collaborative action. The National Council for the Social Studies (NCSS) conducted a three-year state-led collaborative effort on "the College, Career, and Civic Life (C3) Framework for Social Studies State Standards." The NCSS study published by Michelle Herczog (2013) titled *The Links between the C3 Framework and the NCSS National Curriculum Standards for Social Studies* describes the ways in which the C3 Framework corresponds with the national standards and identifies the distinctive contribution made by the C3 Framework. The C3 Framework delineates pedagogical approaches and guides states in upgrading their social studies standards (https://www.socialstudies.org/system/files/publications/articles/se_7706331.pdf).

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

Subject certified teachers will provide instruction in the following non-core academic areas for students in grades K-8 that are aligned to the Next Generation Sunshine State Standards as described in C-Palms.

Special Area Courses for Grades K-5

- **Physical Education:** A minimum of 30 consecutive minutes of instruction will be provided daily. (According to s. 1003.455, F.S., students in grades K-5 must be provided 150 minutes of physical education each week.) Health education for K-5 will be embedded in the physical education program and the science program (as determined by NRCA). Programs and resources that the School anticipates using for K-8 include the following:
  - Harcourt Health & Fitness
  - Kidshealth.org
  - Center for Disease Control
  - Health Opportunities Through Physical Education
  - CPALMS
  - District Created Materials
- **Spanish:** All students in grade K-5 will receive instruction for 45 minutes per week. *Sonrisas* is the curriculum that the School anticipates using for K-5.
- **Art:** All students in grade K-5 will receive instruction for 45 minutes per week. *Explorations in Art* is the curriculum that the School anticipates using for K-8.
- **Music:** All students in grade K-5 will receive instruction for 45 minutes per week. Savvas *Interactive MUSIC* (Realize) is the curriculum the School anticipates using for K-8.

Elective Courses for Grades 6-8

- **Physical Education (Semester Courses):**
  Fitness - Grade 6
  Health 4 - Grade 6
  Team Sports - Grade 7
  Health 5 - Grade 7
  Individual/Dual Sports – Grade 8
  Health 6 – Grade 8
  Programs and resources that the School anticipates using for K-8 include the following:
  - Harcourt Health & Fitness

- Kidshealth.org
- Center for Disease Control
- Health Opportunities Through Physical Education
- CPALMS
- District Created Materials

- **Grades 6-8 World Languages Electives (Year)**
  Spanish – Beginning – Grades 6/7
  Spanish – Intermediate – Grades 7/8
  Spanish – Advanced – Grade 8
  Avancemos! is the curriculum that the School anticipates using.

- **Grades 6-8 Visual and Performing Arts Electives**
  Exploring 2d Art – Grades 6/7/8 (Semester)
  Exploring 3d Art – Grades 6/7/8 (Semester)
  Chorus 1 – Grades 6/7 (Year)
  Chorus 2 – Grades 7/8 (Year)
  Career Exploration (M/J Personal, Career, School Development Skills) *Required – Grades 6/7/8 (Year)
  Explorations in Art is the curriculum that the School anticipates using for K-8.
  Savvas *Interactive MUSIC* (Realize) is the curriculum the School anticipates using for K-8.
  Xello is a full K-12 College & Career Readiness program comprised of three interactive and age-appropriate modules the School anticipates using for career exploration, academic planning, and goal setting.

- **Grades 6-8 Internet Safety**

Pursuant to s.1003.42, F.S., schools must provide instruction to students in grades 6-8 on the social, emotional, and physical effects of social media. This instruction will include the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

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

According to NRCA's mission and vision, the School intends "to provide a learning environment where every child feels welcomed" and "to establish a student-centered and nurturing learning environment that actively engages all students in their learning and leads them toward achieving their maximum potential." The School will employ personnel that will work closely with students to meet their unique, personal needs. NRCA's educational program is founded on the principle that all students can achieve success if provided with high quality instruction that includes early intervention of substantial academic deficits and the implementation of immediate supports to remedy deficiencies. The School believes in partnering with parents to attain positive results. The School's selected curricular programs are designed to provide access for all students and evidence-

based intervention programs will be used to ensure that all students can be fully engaged in the learning program through differentiated instruction in the core instructional program and immediate support based on real-time performance data.

A review of the School's student performance data for the previous year, Early Warning System report, and fall baseline data will be used to identify students in need of immediate targeted or intensive support. NRCA will implement a multi-tiered system of supports (MTSS) to meet the needs of students at all grade levels. The collaborative problem-solving team (referred to as the "Success Team") will meet at scheduled times during the year (at least monthly, and also as needed) to address the needs of students who have been identified as having substantial academic or behavioral deficits, as well as those students who are not making progress through the core instructional program. Through a problem-solving approach, the Success Team will review early warning systems, as well as academic, behavioral, and other factors, which may be impacting a child's performance. The Team will develop a plan of interventions and supports that will be monitored at interval times to determine whether the plan is working for that particular student. If a student is not responding to intensified academic and/or behavioral interventions, the Team will recommend an evaluation to determine if the student is eligible for exceptional student education services. English language learners who are not demonstrating academic success despite appropriate accommodations and comprehensible instruction using second language strategies will be provided with tiered interventions to support their success in achieving grade level mastery. NRCA will use specific systems and structures to assist students at risk of not meeting academic requirements that include, but are not limited to, the following:

- Ongoing progress monitoring to track individual student achievement of state standards
- Differentiated, small-group classroom instruction provided by classroom teachers based on student performance data to support attainment of grade level standards
- Computer-based programs to provide differentiated instruction and assessments in reading and math
- Extensive academic supports for retained third grade students
- Progress Monitoring Plans
- Parent notification and parent engagement in the development and implementation of a plan for the child's academic improvement
- Intensive Reading Course (6-8)
- Intensive Mathematics Course (6-8)
- Evidence-based reading and math programs to provide tier 2 and tier 3 interventions through the MTSS framework
- Before and/or after school tutoring
- Extended day academic program
- Scaffolded and explicit, research-based strategies to support ESE students in achieving grade level standards in accordance with their LEP plan
- Comprehensible instruction and second-language strategies and materials to supports ELLs in achieving grade level standards and IEP goals
- Adult/peer mentorship

Section 5: Student Performance

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students

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

NRCA reviewed the newly released student proficiency scores for 2023 on the F.A.S.T. assessments in reading and math for Parrish Charter Academy (PCA), NRCA's sister school, which is located within eight miles of the new school. Parrish Charter Academy is operated by the same education service provider which will be contracted by NRCA. During the 2022-2023 school year, PCA served students in grades K-6. The average overall proficiency score in ELA for 2023 was 59%. The average overall proficiency score in math for 2023 was 55%. As the individual school scores or district end-of-year scores on the FAST ELA and FAST Math are not available at this time for the public, the applicant team is using this data as an indication of the proficiency levels of students from the Parrish area who will enroll in NRCA. Regardless of the current proficiency levels of students who enroll at NRCA, the School will administer baseline assessments in reading and math to determine their current levels and develop a plan according to students' needs. NRCA will participate in the coordinated screening and progress monitoring system as set forth in Florida statute. All students in grades K-8 will be screened in reading and math using the state-approved F.A.S.T. assessments to identify a baseline level in each area. The assessments will be administered in accordance with the district testing calendar. In addition to screening and progress monitoring students through the state's coordinated screening and progress monitoring system, the School will use the iReady Diagnostic Assessments to determine a reading and math baseline level for each student in grades K-8.

The School will analyze baseline performance for all students in reading and math to determine the school's goals for academic growth and improvement. The School's academic goals and objectives for improving student learning will be based on the actual incoming baseline. The School will set realistic goals that meet the needs of the School's student population. These goals must be measurable and will be adjusted as needed based on the results of progress monitoring assessments. If baseline scores are lower than expected for some students, these students will be provided with targeted or intensive interventions based on their needs. If baseline scores are higher than expected for some students, enrichment and advanced-level instruction will be provided for these students in relevant subject areas. NRCA will develop a School-Wide Academic Plan prior to the opening of the School that delineates **annual measurable academic goals** in each state-tested area, as well as mission-specific goals. The academic performance measurable goals for each year of the charter term as follows:

- To meet or exceed the district's average proficiency score (Level 3 and above) for each state-tested area on the following state-mandated tests: F.A.S.T. ELA, F.A.S.T. Math, B.E.S.T. Standards Writing Assessment, 5th and 8th grade Science Assessments; EOC Algebra 1 exam, and EOC Civics exam, as well as any additional assessments that may be required by the state.
- Student progress toward attainment of goals will be monitored throughout the year through internal assessments in each tested area and state-required progress monitoring

assessments.

- For each area in which the school does not meet or exceed the district's average proficiency score, NRCA will develop an explicit improvement plan designed to increase the School's performance in the deficient area(s) with the goal of meeting or exceeding the district's average each year of the charter term.

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.

1. **Cognia Corporation System Accreditation through FORZA Education Management:** By Year 5 of the charter term, NCRA will work with the ESP (FORZA) and other schools managed by the ESP to earn Cognia Corporation System accreditation.
2. **Student Leadership Skills:** By Year 2 of the charter term, and every year thereafter, 100% of students in grades 3-8 will complete a Student Leadership Portfolio demonstrating skills learned from participation in the *Leader in Me* program in accordance with established guidelines for completing the portfolio.
3. **Parent Satisfaction Goal:** During each year of the charter term, at least 80% of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience, as evidenced by results on a school-developed Parent Satisfaction Survey. To meet this goal, at least 80% of parents' responses to positive survey statements related to school experiences or services are marked as "Agree" or "Strongly Agree."

Placement and Progression

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

NRCA will adhere to statutory provisions set forth in s.1008.25, F.S., related to student progression. As stipulated in the statute (https://www.flsenate.gov/Laws/Statutes/2016/1008.25), the student progression plan for students in K-8 must ensure the following:

"Each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction.

A comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the state standards, specifically in English Language Arts, mathematics, science, and social studies. The plan must:

- Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parent in a timely manner. When available, instructional

personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

- List the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b).
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(4)(b)2.
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. 1002.3105. Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal."

NRCA will follow the student grade level placement procedures described in the **School District of Manatee County K-12 Student Progression Plan.** Admission and enrollment guidelines will be followed as stipulated in Section I of the Students Progression Plan (Admission and Enrollment). In accordance with s. 1003.21(1)(a)2, F.S., children who are five years of age on or before September 1 of the school year will be eligible for admission in the School's kindergarten class during that school year. Children who are six years of age on or before September 1, and have successfully completed the requirement for kindergarten, shall progress to first grade if kindergarten has been successfully completed. No provision for early admission to first grade exists, except for students coming from another state with an earlier admission date as set forth in Rule 6A-1.0985, Fla. Admin. Code.

Student Promotion Grades K-5

The School shall provide all courses required for elementary grade promotion, and appropriate instruction will be designed to ensure that students meet the Florida B.E.S.T. Standards and the Next Generation Sunshine State Standards. (Note: Senate Bill 1048 stipulates the renaming of "Next Generation Sunshine State Standards" as "state academic standards.") Progression from one grade level to the next is determined, in part, by proficiency in reading, writing, science, and mathematics. Each student and his or her parent must be informed of that student's academic progress. Students must achieve specific levels of performance on state assessments as defined by the Chancellor of Education. In accordance with Manatee District's Student Progression Plan, all students will receive the required instructional minutes of instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined. If a student does not achieve the required level of performance, he or she must receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account the student's learning style. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Good Cause Promotion Criteria for Grades 2-3 and Grades 4-5 are stipulated in the **Manatee District's Student Progression Plan.** The School will offer the following ACCEL options to students in K-5: whole-grade and mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade-

level subjects. Whole-grade and mid-year promotion requires an elementary student to meet the student progression acceleration promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area.

Third Grade Promotion

In accordance with §1008.25(5)(c)," to be promoted to grade 4, a student must score a level 2 or higher on the statewide standardized English Language Arts assessment required for grade 3. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained. The School may not wait for a student to receive a failing grade at the end of the grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the student's reading deficiency, as set forth in §1008.25(5)(d), F.S., including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected." All required information that must be provided to parents is stipulated in s. 1008.25(5)(d)1-9. After initial notification to parents, the school must communicate specific information related to intensive interventions and the child's progress as specified in s. 1008.25(5)(e)1-5. The statewide ELA assessment is not the sole determiner of promotion. Additional evaluations, portfolio reviews, and assessments will be used to assist parents and the school in determining when a child is reading at or above grade level and ready for grade promotion. Provisions are delineated in the District's Student Progression Plan for midyear promotion of students once the student has demonstrated the ability to read at grade level. Exemption of students from mandatory retention in grade 3 will be limited to students who meet any one of the "good cause exemptions" stipulated in s. 1008.25(6)(b)1-6 and s. 1008.25(6)(c)1-2 , F.S. Specific guidelines for successful progression for retained third grade students is delineated in s. 1008.25(7)(a) and s. 1008.25(7)(b). Additional guidance on the promotion of third grade students may be found on the FLDOE website under Just Read, Florida! Third Grade Guidance.

Student Promotion Grades 6-8

As stipulated in the Manatee District's Student Progression Plan, middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the district. Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in **English Language Arts, Mathematics, Science, and Social Studies** (including **Civics**, assessed by a state required End-of-Course exam which constitutes 30 percent of the student's final course grade). The required study of state and federal government and all state-required components of civics education will be incorporated into Civics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

Middle schools must offer the equivalent of one class period per day of **physical education** for one semester of each year for students enrolled in grades 6-8. Parents may submit a waiver of the physical requirement for their child if they meet any of the established criteria as stipulated in the Manatee District's Student Progression Plan.

Middle school students will receive comprehensive **health education** that addresses 14 components as

stipulated in s. 1003.42(2)(n). Middle school students shall also receive instruction in life skills that assist in building confidence, support mental and emotional health, and enable students to overcome challenges.

Middle school students must successfully complete one course in **career and educational planning** which must result in a completed internet-based, customizable personalized academic and career plan for the student. The course must include research-based assessments to assist students in determining educational and career goals, emphasize the importance of entrepreneurship and employability skills, and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.

Students who do not earn a level 3 or above on the required ELA and/or Math state assessment shall be enrolled in an **Intensive Reading** and/or **Intensive Math** course. Parents may submit a waiver of the intensive instruction requirement by completing the Intensive Instruction Waiver Request Form which stipulates the conditions and potential jeopardy to students' academic success and opportunities.

Each school must offer the following **ACCEL options**: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Availability of these options for students requires that students meet the conditions stipulated in the Manatee County's Student Progression Plan.

Other available courses offered for middle school students include: **Foreign Language, Art**, and **Music.**

Other enrichment and exploratory courses may be offered by individual middle schools, such as dance, drama, agriculture, and gifted services. Each school will hold a parent meeting either in the evening or on a weekend to inform parents about the school's curriculum and activities. Middle school students may have the opportunity to earn high school credits and/or industry certifications.

In addition to evidence-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the School's approved curriculum. Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

A. 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.

NRCA intends to follow the Manatee County Student Progression Plan.

B. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.
Not applicable

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

Promotion criteria for students in grades K-8 will be included in the NRCA Parent-Student Handbook which will be provided to all parents. Additionally, the School will ensure ongoing communications with parents throughout the year regarding their children's progress. The School will provide parents with information on whether their child is making grade level progress and whether the child gains at least a year's worth of learning every year. In accordance with s.1008.22(8), F.S., "the evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions and other relevant information. Progress reporting must be provided to the parent in writing in a format that is easily understood and accessible through secure, web-based options. Parents will be immediately informed when it is evident that his/her child is not making sufficient progress for promotion to the next grade level in order to work together to assist the student."

Assessment and Evaluation

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

In accordance with s.1008.22(6) F.S., "measurement of student performance is the responsibility of school except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section and the **coordinated screening and progress monitoring system** under s. 1008.25(8) F.S. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction." NRCA will assess student progress throughout the year using evidence-based programs and other measures designed to monitor learner progress in each academic area. The rationale for using each of the assessments listed below is that they are all specifically aligned with state standards in each of the core areas. Results will be used by teachers to inform instruction and gather data about each student's level of understanding and mastery of lesson objectives and standards. The School's proposed assessment schedule is included as Attachment F.

Primary Interim Assessments:

- **i-Ready Diagnostic Reading and Math Assessments:** NRCA will use the i-Ready Reading and Math Diagnostic Assessments to determine baseline levels. The assessment is given **once per year** (prior to the F.A.S.T. ELA and Math assessments) to determine an individualized pathway for students to engage in i-Ready lessons. The i-Ready program will allow teachers to track how students are performing throughout the school year and group them for re-teaching or targeted interventions to support each student in meeting their individualized i-Ready growth goal or "stretch" goal. Parents will have access to their results within one week of assessment.
- **Read 180:** NRCA will use Read 180 for its intensive reading classes for grades 6-8. Students are provided with an **initial diagnostic assessment** and then provided lessons and online bridge lessons that are appropriate for the assessed grade level. Additionally, students will be grouped based on their initial level. This process will be done at the start

of each academic quarter **(four times per year)** and students' levels and groups will be adjusted accordingly. Parents will have access to their results within one week of assessment.

- **Math 180:** NRCA will use Math 180 for its intensive math classes for grades 6-8. Students are provided with an **initial diagnostic assessment in the fall** and then provided lessons and online bridge lessons that are appropriate for the assessed grade level. Additionally, students will be grouped based on their initial level. This process will be done at the start of each academic **quarter (four times per year)** and students' levels and groups will be adjusted accordingly. Parents will have access to their results within one week of assessment.
- **Writing Score Assessments:** NRCA will use WriteScore for its writing assessments for grades K-8. Students are provided with **an initial diagnostic written assessment** and then provided lessons and online bridge lessons that are appropriate for the assessed grade level. Additionally, students will be grouped based on their initial level. **This innovative program used for measuring student improvement in writing will be done three times a year (August, November, and February)** and will be based on the writing styles noted within the grade level standards. Teachers will have access to remediation lessons for each of the rubric categories with lessons and materials provided. Parents will have access to their results within one week of assessment.
- **Civics Interim Assessments:** NRCA will use the assessment provided with the Civics curriculum, as well as **interim assessments provided within the** *Gateway to American Government and Civics* supplementary curriculum to assess learning progress towards end of year standards. The teacher will administer a **pre-test (August), mid-year test (December), and a post-test (April)** to identify standards gaps and work with students using additional lessons and activities. Parents will be provided with the test results within one week of assessment.
- **Science Interim Assessments:** NRCA 5th and 8th Grade students will be progress monitored three times a year through a **pre-test (August), mid-year test (December), and a post-test (April)** provided through the Coach Science workbooks. These will be graded, and standards will be analyzed to determine learning gaps. Parents will be provided with the results within a week of assessment.
- **Unit Assessments from Core Curriculum Programs: ELA, Math, Algebra, Science, Social Studies, Civics):** Each of the state adopted curriculum choices adopted by NRCA provide formative assessments, interim assessments, and project-based assessments that are standard aligned and will be used to gather information on student progress throughout each unit. Assignments and assessments will be provided to students as a whole group and with any allowable accommodations. Student grades will be provided through FOCUS for parent access and monitoring.
- **Other Student Academic Progress Monitoring:** Teacher-made tests, class participation in discussions, use of checklists, rubrics, and exit tickets will be used to monitor student progress. Innovative measurement tools will also be used to measure student mastery that include authentic assignments and projects, portfolios, research papers, and choice board assignments.

E. 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?

A comprehensive assessment program aligned to the core curricular content and aligned with the state academic standards will be used to assess student performance and inform instruction. The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to teachers, students, parents, and school administrators. This data is to be used by the Principal to guide learning objectives and coordinate professional development. The principal and other instructional leaders will implement a comprehensive system of analyzing and interpreting student performance data to evaluate and inform instruction. Throughout the year, teachers will consistently use different types of data to gauge student progress which includes real-time data, formative data, and summative data. Teachers will also use high-interest, innovative methods to measure student progress such as project-based learning, technology-based learning, and collaborative problem-solving projects. The principal and other instructional leaders will be responsible for continually monitoring student data in order to take actions as needed. The principal and leadership team will schedule and conduct a Data Review Meeting with teachers, by grade level or department, on a monthly basis to analyze student performance data and make informed decisions regarding instruction. The team will analyze data by group, sub-groups, class, and individual student level. By collectively analyzing school, group, class, and individual trends, the teachers and principal will be able to create and implement appropriate action plans. The focus will be on creating student groups based on the data results. Additionally, the team will be able to determine the effectiveness of the curriculum and other educational programs, as well as teaching practices. The principal and/or designee will review lesson plans and conduct classroom walkthroughs on a weekly basis to ensure teachers are providing differentiated instruction to students based on the data. Staff will also review and discuss data during professional learning community (PLC) sessions and staff meetings. The principal will continually analyze student data and monitor teaching practices to determine the professional learning needs of teachers and other instructional staff.

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

The principal will be responsible for providing teachers and other instructional leaders with training in the analysis, interpretation, and use of student performance data to drive instruction and improve student learning during grade level and department meetings. Additional training may be provided to staff by the district, educational consultants, webinars, or online professional development. The representatives of the companies that develop the curriculum and assessments used by the School will provide appropriate training at the School site. Principals and teachers will be thoroughly trained on reading and analyzing data reports that are generated by the School, district, or state.

G. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

The NRCA principal and teachers will monitor student data to ensure that students are making academic achievement and meeting grade level expectations. The Governing Board will receive a

report on student performance at every board meeting in order to monitor the quality of the educational program and the level of student performance. The reports that are reviewed will be disaggregated to show student performance by school, class, sub-group, and individual students. Appropriate action will be taken to address each of these areas as follows:

- If the School is performing below expected levels, as determined by an analysis of school-wide data in each academic area based on annual measurable goals and benchmarks for attainment of goals, the leadership team will meet with teachers at a faculty meeting, and by grade level and department, to discuss areas that need improvement, discuss potential reasons for low performance, identify strategies for improvement, and set goals. Additionally, the principal will facilitate PLCs to allow teachers to share best practices.
- If a particular class is performing below expected levels, as determined by progress monitoring assessments, as well as a comparison to other classes during the current and previous years, the principal will conduct several informal classroom observations and provide the teacher with feedback on instructional practices. The principal will review lesson plans with the teacher to ensure that effective strategies and methods are being used. The principal will continue monitoring student performance in the class and teacher performance through consistent classroom walk-throughs. If needed, the principal will assign a mentor to the teacher and provide appropriate professional learning.
- If an analysis of the student performance data reveals that any of the School's subgroups are underperforming, and there is a learning gap among subgroups, the principalship will meet with appropriate faculty to review this information (i.e., teachers of ESE and/or ESOL students). Teachers will be required to address the needs of these students through appropriate strategies and materials. The principal will monitor the implementation of strategies by reviewing lesson plans and visiting classrooms each week.
- If student achievement is below expectations and the student progress monitoring data reports indicate that a student is not making adequate progress, the principalship will work with the Student Success Team to develop a plan for the student. The plan will include goals, intervention materials, intervention schedule, methods of assessing growth, persons responsible for implementing and monitoring interventions, and dates for monitoring progress at interval points throughout the implementation of the plan. Parents of students who are not making adequate progress will be contacted and involved in the process.

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

NRCA will comply will all statutory requirements set forth in s. 1008.22 (7)(h) which stipulates that "results of statewide, standardized assessment in ELA and mathematics, science, and social studies shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year; however, in any case, the district shall provide the results pursuant to this paragraph within 1 week after receiving the results from the department. A report of student assessment results must, at a minimum, contain:

1. A clear explanation of the student's performance on the applicable statewide, standardized assessments.
2. Information identifying the student's areas of strength and areas in need of improvement.

3. Specific actions that may be taken, and the available resources that may be used, by the student's parent to assist his or her child based on the student's areas of strength and areas in need of improvement.
4. Longitudinal information, if available, on the student's progress in each subject area based on previous statewide, standardized assessment data.
5. Comparative information showing the student's score compared to other students in the school district, in the state, or, if available, in other states.
6. Predictive information, if available, showing the linkage between the scores attained by the student on the statewide, standardized assessments and the scores he or she may potentially attain on nationally recognized college entrance examinations."

With the passage of new legislation proposed in HB 7039, s. 1002.20(11), F.S. has been amended as follows: "The parent of any K-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia pursuant to 1008.25(5) or any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to s. 1008.25(6) shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in s.1008.25(4)(b). Parents will be kept informed on their student's progress via diagnostic reports, interim progress reports, report cards, and parent conferences and other communications. Student progress will be reported eight times a year, at minimum. In addition to quarterly interim progress reports and quarterly report cards, state-required progress monitoring assessment reports will be sent home as soon as the state provides results. Additionally, as stipulate in s. 1008.25(8)(c)4, "An individual student report must be provided in a printed format upon a parent's request." The School's annual school performance data will be posted on the school's website for parents, students and other stakeholders to view.

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

All employees of NRCA will be required to comply with the Family Educational Rights and Privacy Act (FERPA) and with any state or district mandates regarding student privacy. NRCA personnel must adhere to the guidelines as identified in the Employee Handbook with regards to the protection of the privacy of students. The principal will ensure that all employees are properly trained in protecting the privacy of students. The principal and registrar/student records personnel will ensure the security of student records by:

- Providing training to all staff on FERPA guidelines and including this information in the Employee Handbook
- Maintaining student records in fire-proof file cabinets that are locked and maintained in spaces that are locked as appropriate
- Limiting access to student records to authorized personnel only and reviewing list of personnel with access on an annual basis to ensure up-to-date information
- Providing access to electronic student records information to only those employees needing it to perform essential job functions
- Requiring all employees who are granted access to student data to sign a confidentiality agreement stating that they will comply with statutes that protect student privacy
- Requiring parents and others (as permitted) to present a picture identification card before releasing information

- Using password-protected workstations to keep unauthorized personnel from logging on to the School's computers
- Shredding appropriate documents as required

Section 6: Exceptional Students

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

NRCA's population of students with disabilities will be representative of the Manatee School District. In order to determine the projected population of students with disabilities at NRCA, data was retrieved from FLDOE EduData that provides the Student Population and Demographics for each district. According to the 2021-2022 profile, 15.3% of the students enrolled in the School District of Manatee County were classified as Students with Disabilities (which includes a variety of categories of disabilities). A review of the percentage of Student with Disabilities (SWD) for 2022-2023 at Parrish Charter Academy (PCA), the sister school of NRCA, showed that 10.5% of the total student population was classified as SWD. Using this data, NCRA projects it will serve approximately 13% of students with disabilities. The projected number of SWDs to be served for each year of the charter term are shown below:

- Year 1: 63 ESE (Projected enrollment of 488)
- Year 2: 80 ESE (Projected enrollment of 616)
- Year 3: 99 ESE (Projected enrollment of 762)
- Year 4: 147 ESE (Projected enrollment of 1138)
- Year 5: 170 ESE (Projected enrollment of 1310)

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

NRCA will not discriminate on the basis of race, color, national origin, sex, marital status, or disability in the school admission process. The school's application process and timeline are described in Section 14 Student Recruitment and Enrollment of this application. The process will be conducted in such a way as to ensure that no possibility of discrimination against students who may have disabilities can occur, nor can the discrimination of any other protected class. In accordance with s. 1002.33(10), F.S., all students residing within Manatee County School District will be eligible to attend NRCA. NRCA will comply with all federal and state antidiscrimination laws, including Title XI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Florida Educational Equity Act, Individuals with Disabilities Education Act (IDEA) and its regulations at 34 CFR §300; Section 504 of the Rehabilitation Act of 1974; Florida statutes and State Board of Education rules regarding students with disabilities and gifted students; the school district's Exceptional Student Education Policies and Procedures (SP&P); and the contract executed between the district and the School. Incoming students with an Individual Education Plan (IEP) and a 504 accommodation plan will have equal access to attending NRCA and the School will follow IEP and 504 plans as appropriate.

C. Describe how the school will work with the sponsor and through the Individual Education

Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

NRCA will maintain compliance with the Individuals with Disabilities Education Act and will provide students with disabilities a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). NRCA will follow all federal special education laws, Florida state statutes, and the School District of Manatee County's Exceptional Student Education (ESE) policies and procedures as stipulated in https://www.manateeschools.net/ESE. NCRA will adhere to all requirements stipulated in Rule 6A-6.03028(3)(g), F.A.C., related to the provision of Free Appropriate Public Education (FAPE) and the development of Individual Educational Plans for students with disabilities. NRCA's principal will work closely with the district's Exceptional Student Education staff on issues related to students with disabilities. NRCA will ensure that staff understand federal and state law regarding students with disabilities by providing an overview during pre-planning sessions prior to the opening of schools, and by reviewing teacher expectations and accountability for the success of ESE students through appropriate and individualized instruction that meets each students needs and focuses on providing high quality instruction.

Students with disabilities will be educated with their non-disabled peers to the greatest extent possible and in accordance with their IEP. All special education and related services will be determined by each student's Individual Education Plan (IEP). The School will collaborate with the district to ensure that appropriate personnel are trained in the development and implementation of each student's IEP. The IEP will ensure that the student has access to FAPE in accordance with the student's strengths, parent concerns, assessment results, and areas of need related to academics and/or behavior. When appropriate, functional behavioral assessments and behavioral intervention plans will be developed to explain and redirect the academic and social behaviors of students and to prevent the escalation of problem behaviors.

The IEP is a written, legal document that will include:

- Student's present level of performance
- Strengths, weaknesses, abilities, and educational needs
- Area(s) of eligibility (based on the specific categories named in IDEA)
- Annual measurable goals and objectives
- Program placement
- Accommodations and level of participation in assessments
- Transition plan

Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, and curriculum, whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified. Necessary accommodations and modifications will be clearly delineated in the written plan as well. The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide the parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations.
NRCA will ensure that the student's IEP is implemented as written. Parents will be provided with

a copy of the IEP, as will students' teachers. Service providers will have access to the IEP and his or her specific responsibilities for implementing the IEP. This includes the accommodations, modifications, and supports that must be provided to the student, in keeping with the IEP. NRCA will ensure that the student's progress toward the annual goals is measured, as stated in the IEP. Parents will be regularly informed of progress and whether that progress is sufficient for the child to achieve the goals by the end of the year. If a child needs a particular related service in order to benefit from special education, the related service professional should be involved in developing the IEP. He or she may be invited by the School or parent to join the IEP team as a person "with knowledge or special expertise about the child." NRCA will ensure appropriate programming and delivery of related services to exceptional students, especially with respect to the responsibilities that exist for providing FAPE to children with disabilities, as identified in the student's IEP with adherence and fidelity to district policies. The School will work with the district to ensure that the School is able to properly provide students with the services to which they are entitled. If the School's program is not able to meet the student's individual needs, per the IEP, the School will collaborate with the district to ensure the student is properly placed at a school that is able to meet the student's IEP.

The Individuals with Disabilities Education Act (IDEA) requires accountability for each IEP developed through an annual review process. The purpose of the annual IEP review meetings is to ensure that students are meeting their goals and making educational progress. Reevaluation review meetings will be conducted every three years. Because accountability measures determine whether the student is making progress, NRCA will be careful to describe expectations for tasks and skills the student needs to learn in terms that can be evaluated. The expectation is that frequent assessments of the individual's performance will occur. NRCA will offer a variety of educational, extracurricular, and cultural-building activities to all students, including students with disabilities. All students will have an opportunity to participate in all activities and will be encouraged to do so. Instructional staff will be well versed in student accommodations if applicable during their professional development or consulting with the ESE staff.

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

NRCA will utilize a Multi-Tiered System of Supports (MTSS) instructional and behavioral intervention framework to identify students who may qualify for special education and related services. The School will abide by the stipulations set forth in Rule 6A-6.0331(1), F.A.C., regarding the determination of eligibility which states the following: "It is the local school district's responsibility to develop and implement a multi-tiered system of support which integrates a continuum of academic and behavioral interventions for students who need additional support to succeed in the general education environment. In implementing a data-based problem solving process designed to develop, implement and evaluate a coordinated continuum of evidence-based instruction and intervention practices, a school district may carry out problem solving activities that include the provision of educational and behavioral evaluations, services, and supports, including evidence-based literacy instruction and professional development for teachers and other school staff to enable them to deliver scientifically based academic and behavioral interventions and, where appropriate, instruction on the use of adaptive and instructional technology."

In accordance with Rule 6A-6.0331(3), each school district must conduct a full and individual initial evaluation before the initial provision of ESE. Either a parent or a school may initiate a request for initial evaluation to determine if the student is a student with a disability. Circumstances which would indicate that a student may be a student with a disability who needs special education and related services include, but are not limited to, the following:

- The student's response to intervention data indicate that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources;
- The student's response to interventions indicates that the student does not make adequate growth given effective core instruction and intensive, individualized, evidence-based interventions; or
- A parent requests an evaluation and there is documentation or evidence that the student may be a student with a disability and needs special education and related services.

Within thirty (30) days of a determination that a circumstance described in Rule 6A-6.0331 exists for a student, the school must request consent from the parent to conduct an evaluation, unless the parent and the school agree otherwise in writing. If a parent requests that the school conduct an evaluation to determine whether their child is a child with a disability in need of special education and related services, the school district must within thirty (30) days, unless the parent and the school agree otherwise in writing as stipulated in the rule. Prior to a school district request for initial evaluation of a student suspected of having a disability, school personnel must make one (1) of the following determinations and include appropriate documentation in the student's educational record to the effect that:

1. The general education intervention procedures have been implemented as required under this rule and the data indicate that the student may be a student with a disability who needs special education and related services;
2. The evaluation was initiated at parent request and the activities described in this rule will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
3. The nature or severity of the student's areas of concern make the general education intervention procedures inappropriate in addressing the immediate needs of the student.

The school district shall be responsible for conducting all initial evaluations necessary to determine if the student is eligible for ESE and to determine the educational needs of the student. Such evaluations must be conducted by examiners, including physicians, school psychologists, psychologists, speech-language pathologists, teachers, audiologists, and social workers who are qualified in the professional's field as evidenced by a valid license or certificate to practice such a profession in Florida. Initial evaluations of students suspected of having a disability are completed within sixty (60) calendar days after the school district's receipt of parent consent for evaluation. The sixty (60)-day timeframe for evaluation does not apply to a school district if:

1. The parent and school district, by mutual written agreement, extend the sixty (60)-calendar day requirement by no more than thirty (30)-calendar days. The written agreement must be secured before the forty-fifth (45th) calendar day, but after the formal testing has begun and it was determined that other evaluators are needed to complete the required full and

individual evaluation.

2. The parent of the student repeatedly fails or refuses to produce the student for the evaluation; or
3. A student enrolls in a school served by the school district after the timeframe has begun, and prior to a determination by the student's previous school district as to whether the student is a student with a disability. This exception applies only if the subsequent school district is making sufficient progress to ensure prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

Assessments of students with disabilities who transfer from one school district to another school district in the same school year must be coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

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

NRCA will provide exceptional student education services to students whose Individual Education Plans can be implemented in a general education classroom environment with at least 80% of instruction occurring with non-disabled peers. NRCA will employ state certified Exceptional Student Education (ESE) teachers who will provide consultative, collaborative, and/or specialized academic services to students with disabilities, as determined by the Individual Education Plan (IEP), in the general education and special education environment. Students whose IEPs indicate a placement in a special education environment for up to 20% of the day will be serviced by an ESE provider in an appropriate special education setting. The instructional special education environment will be an ESE Resource Room where students will receive specialized instruction from an ESE-certified teacher, using appropriate instructional methods designed to support the needs of ESE students, based on the services and placement in the IEP. The ESE teacher will regularly collaborate with the general education teachers to ensure that all students with disabilities are receiving the support, accommodations, and/or modifications outlined in their IEPs. Instructional strategies from the IEP that the ESE teacher has reviewed with the general education teacher will be documented in the teachers' lesson plans. As required by federal law, general education teachers will be active members of the IEP team and will receive a copy of the student's IEP. As required by s. 1012.585(3)2.(e), F.S., an applicant for renewal of a professional certificate must earn a minimum of one college credit or the equivalent in-service points in the area of instruction for teaching students with disabilities. If a student with a disability receives a related service, as indicated on his/her IEP, the related service provider will also work collaboratively with the general education and ESE teachers. Related services will be provided in the general education classroom and/or on the general education setting in order to promote generalization of skills and support Least Restrictive Environment mandates.

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.

NRCA will also work with the sponsor to provide exceptional student education services to students whose IEPs require both a general education and resource room special education setting (40-80% of the time). Through an ESE Resource Room "pull out" model, a state-certified ESE teacher at NRCA will provide direct, specialized instruction to students with disabilities whose IEP determines that the student requires a combination of instruction in both a regular classroom as well as in a separate resource room. The frequency and duration of services will be determined by each student's IEP. The ESE teacher will continuously collaborate with general education teachers to ensure that students serviced through this model are also receiving the accommodations and supports outlined in their IEPs in the general education setting. All general education teachers will receive a copy of the student's IEP.

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.

NRCA will continuously assess the needs of its students and the availability of services at the School. In the event that a student's Individual Education Plan indicates that the student's educational needs require a separate classroom (less than 40% of instruction would be provided with non-disabled peers) or the IEP specifies that a special education setting is required that is not available at NRCA, the School's ESE Specialist will work with the designated ESE representative from the district to ensure the student is provided with a Free Appropriate Public Education in the Least Restrictive Environment. The School will work collaboratively with the district so that all ESE students have access to the entire continuum of services to which they are entitled.

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).

Annual meetings will be scheduled to review each student's IEP or 504 Plan. The participants in the meetings will be based on federal requirements but will include, at a minimum, the General Education Teacher, ESE Teacher, Local Education Agency Representative, an Evaluation Specialist, and Parent/Guardian. These meetings will be comprehensive and will include an evaluation of the student's goals, objectives, supplemental aids, services, and placement. Present levels of performance will be updated and documented using a variety of assessment data, including but not limited to district and state assessments, diagnostic assessments, formal evaluations, observations, and review of records. IEP or 504 Plan goals will be documented as mastered, revised, or created based on this information. If a student needs any additional services, supports, or accommodations, these will be added to either the IEP or 504 Plan. In addition to annual meetings, quarterly progress reports will be sent home to parents of students with disabilities who have an IEP. These progress reports will provide detailed information about the

student's progress on each of his/her IEP goals. At any time during the school year, if a student is not making acceptable academic and/or behavioral progress, an Interim IEP or 504 Plan meeting will be held with all required team members. Goals will be revised, as needed, and additional supports and services may be put into place. Prior to any formal meeting, the student's parent/guardian will receive a copy of the Florida Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities. This will ensure that the parent/guardian is informed of his/her rights as a partner in the educational process under the Individuals with Disabilities Education Act.

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

NRCA will employ highly-qualified Exceptional Student Education (ESE) teachers with appropriate state certifications to serve students with disabilities. Projections for ESE students to be served at NRCA are approximately **13%**. This projection is based on the percentage of students with disabilities attending district schools in 2021-0222 according to EduData (15.3%), as well as the percentage of students attending Parrish Charter Academy in 2022-2023 who qualified for ESE services (10.5%). If the number of students requiring special education differs from NRCA's projections, staffing adjustments will be made and funded as needed.

Year	Projected Enrollment	Projected ESE Students	ESE Teacher/ Coordinator	Hours of Weekly Services
Year 1	488	22	2	As needed
Year 2	616	28	2.4	As needed
Year 3	762	35	2.6	As needed
Year 4	1138	53	3.8	As needed
Year 5	1310	61	4.2	As needed

In the event that an IEP team determines that a student requires special education or related services that are not available at NRCA, such as Speech/Language Therapy, Counseling, Occupational/Physical Therapy, and Psychological Testing**,** the School will contract with outside providers for the services.

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

NRCA will continually measure its effectiveness in serving ESE students in order to improve outcomes for these students. The School will measure the effectiveness of the ESE program using the following key indicators:

- Students' Progress on IEP Goals
- Classroom Performance
- Learning Growth on Progress Monitoring Assessments
- Results on State and District Assessments

The School will review ESE students' progress on their annual goals, which will be reported to parents at least quarterly. Other measures to assess the quality of the program will include

classroom teacher observations, student performance data on state and school-wide assessment measures. The ESE teacher/coordinator will provide quarterly reports to the principal on the progress of the students in the ESE program (including a comparison of ESE student data with non-ESE student data). Also, the ESE teacher/coordinator will communicate any concerns held by parents, students, or teachers related to services provided by the School for ESE students. All students, including those with disabilities, will participate in standardized testing, unless an IEP Committee has determined that a student meets exemption criteria. The evaluation of the school's overall effectiveness in serving students with disabilities will include analyzing data from standardized test scores for these students to identify achievement gaps that will be addressed through individualized academic support to be provided by ESE and general education teachers.

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

NRCA will ensure that students suspected of being gifted are evaluated within a reasonable period of time as specified in the district's ESE Policies and Procedures Document as defined in subsection 6A-6.03411(2), F.A.C., but no more than ninety (90) school days that the student is in attendance after the school district's receipt of parental consent for the evaluation. In accordance with Rule 6A-6.03019, F.A.C., a student is eligible for special instructional programs for the gifted if the student meets the criteria listed under (a) or (b) of this rule as stated below:

a) The student demonstrates:
    1. Need for a special program.
    2. A majority of characteristics of gifted students according to a standard scale or checklist; and,
    3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.
b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

In collaboration with the School, the district will be responsible for conducting initial evaluations of students referred for placement in the gifted program. Screening will be conducted in accordance with state and district guidelines. Once the evaluation is complete, the principal, parent, teacher, and the district's designated ESE Specialist will meet to determine if the student meets eligibility requirements in accordance with State Board of Education and LEA rules. Eligible students who elect to participate in a gifted program will have an educational plan (EP) developed which will be valid for three years. NRCA's educational program will promote authentic, rigorous, student-driven learning for all students. Students identified as Gifted will receive additional enhanced educational opportunities provided throughout the regular school day through a state-certified or gifted endorsed teacher. The service delivery model NRCA will implement for gifted students will be consultation services which will require the gifted-endorsed and classroom teacher to work together to meet the requirements of the student's EP. Gifted/advanced students will be educated in an environment that promotes acceleration. Programs will be provided for gifted students that offer significant adaptations to both curriculum and methodology. Academically talented students need new challenges, special motivational and enrichment opportunities, and special supports to ignite their passion and interests. NRCA will provide enriched learning

experiences and higher learning standards for gifted students using **ESE Gifted Resources** provided on the School District of Manatee County website: Exceptional Student Education (ESE) / ESE Gifted Resources (manateeschools.net) such as the following:

General Resources
Google Arts and Culture - Virtual tours of famous locations around the world
The Nature Conservancy
Internet4Classrooms
Museum of Flight
NASA
Virtual Field Trips
Central Caribbean Marine Institute
WebQuest.Org
Academy of Achievement

Projects for Gifted Learners
Kids Academy – resources for parents and educators
Scholastic – Resources for Gifted Learners
Raising Lifelong Learners – Strategies and Tips
Bright Hub Education – Grade level specific suggestions for instruction, by group/grade level
Exquisite Minds – Strategies and Tips
We are Teachers – Tips, and ideas. Some free printables
The Kid Story – collection of electronic resources
Sciencing – math and science specific projects

Each student's EP will be revised and updated at least every three years with a team of professionals to include the General Education Teacher, Gifted Education Teacher, Local Education Agency Representative, Evaluation Specialist, and Parent. Parents/guardians will receive a copy of the Florida Department of Education's Procedural Safeguards for Exceptional Students who are Gifted in order to ensure their meaningful participation in the educational process. Gifted students whose parents opt to not have them participate in a gifted program will receive differentiated instruction that includes advanced work and enrichment activities. The differentiated instructional strategies include, but are not limited, to:

- Providing Multiple Resources with Extended Depth of Content
- Use of Accelerated Resource Materials
- Accelerated Pacing in course completion
- Differentiating the learning process
- Higher Order Questioning/Open-endedness
- Discovery Approach: Inductive vs. Deductive
- Citations of Proof and Evidence of Reasoning
- Simulations
- Self-Choice

According to the FLDOE PK-12 Student Enrollment Breakdown Report on Gifted student population for students in grades K-8 in Manatee County for 2022-2023, three percent (3%) of students were classified as Gifted. Therefore, NRCA anticipates that it will serve approximately 3% of gifted students each year. The projected number of students per year are shown in the chart

below:

Year	Projected Enrollment	Projected Number Gifted Students	Projected Gifted Staff
Year 1	488	14	0
Year 2	616	18	0
Year 3	762	22	0
Year 4	1138	34	0.6
Year 5	1310	39	0.6

Section 7: English Language Learners

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

NRCA will comply with all the requirements of the LULAC Consent Decree and provisions set forth in the laws, rules, regulations, and federal courts. As stipulated on the Florida Department of Education's Website in the Section that addresses English Language Learners (ELL), "the Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English Language Learner (ELL) students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- Requirements based on the Supreme Court decision in Plyler v. Doe, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973"

The Florida Department of Education further defines the Consent Decree in the ELL section of its website as follows: "The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled. NRCA will abide by all State Board of Education Rules listed below which pertain to English Language Learners:

- Rule 6A-6.0902, FAC, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- Rule 6A-4.02451, FAC, Florida Teacher Standards for ESOL Endorsement

- Rule 6A-1.09432, FAC, Assessment of Limited English Proficient Students
- Rule 6A-6.0901, FAC, Definitions Which Apply to Programs for English Language Learners
- Rule 6A-6.0903, FAC, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- Rule 6A-6.0904, FAC, Equal Access to Appropriate Instruction for English Language Learners
- Rule 6A-6.0906, FAC, Monitoring of Programs for English Language Learners
- Rule 6A-6.0907, FAC, Inservice Requirements for Personnel of Limited English Proficient Students
- Rule 6A-6.0908, FAC, Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)
- Rule 6A-6.0909, FAC, Exemptions Provided to English Language Learners
- Rule 6A-6.09091, FAC, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners"

The School will follow the School District of Manatee County English Language Learners (ELL) Plan. Upon registration, students will complete a required Home Language Survey (HLS) as part of their registration packet. The survey is comprised of three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If there is a "Yes" checked on the HLS, registrars immediately code the student "LP" and provide the school ESOL Contact with a copy of the HLS to ensure students are assessed within 20 school days of initial enrollment using the IPT Oral/Aural assessment. If a student scores in the NES or LES range, they are classified as an ELL in grades K-2. If they are proficient (grades 3-12) on the IPT Oral/Aural they are then administered the reading and writing proficiency assessments within 20 school days of the student's initial enrollment. ESOL contacts at each school site are trained in the administration of the assessment and of the laws and state board rules with regard to timelines for assessment for ELL identification and placement. Students in grades 3-12 who score proficient on the Listening and Speaking assessment are assessed using the IPT reading and writing test; the entire assessment process will not exceed thirty (30) school days from initial enrollment. If they score at or below the 32nd percentile on either reading or writing, they are classified as ELLs. However, upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision.
After testing is complete, and/or ELL Committee meetings convened, if applicable, the ESOL Resource Teacher, teacher, guidance counselor, or ESOL contact will gather the resultant data and create an ELL plan for each student. A copy of the student's schedule is attached to

each ELL plan. A copy of the ELL plan is given to the data entry person for entry into the student information system. Any change in a student's schedule requires a new plan, completed by the same personnel, and the resultant procedures are the same. School and district personnel monitor ESOL reports and data to maintain compliance in this area.

The elements of the student plan will include the student's name, date plan is completed, schedule with instruction by program, amount of instruction time, date student is identified, assessment data used to classify or reclassify the student, date of exit and assessment data used to exit the student from ESOL. The teacher is notified by the IPT administrator of the completion of the assessment of the aural/oral and reading/writing competencies assessed on the IPT. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plans are developed with input from previous and current teachers through interviews to gain information on socialization and participation in the general classroom setting.

NRCA will ensure that ELLs have equal access to all programs, services and facilities that are available to all other students in the School. All ELL students will be provided equitable access to the School's programming and provided with all services and accommodations set forth in the ELL Student Plan. The Plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information. To ensure adequate communication with families, the School will endeavor to communicate with an ELL student's parents in their primary language if at all feasible.

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

NRCA will employ instructional programs, practices, and strategies to ensure academic success of ELLs, as well as to ensure that these students have equitable access to core academic programs regardless of their level of performance. The goal is to provide comprehensive instruction for ELLs in order for them to gain proficiency in English and mastery of the Language Arts B.E.S.T. Standards, Math B.E.S.T. Standards, and the Next Generation Sunshine State Standards (state academic standards). The development of literacy in English will positively impact students' achievement and promote lifelong learning.

ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs. Through the use of these strategies, instruction is made comprehensible, providing students with cognitive practice to improve processing and production of the content material. As is the case with subject matter, the acquisition of academic and oral skills again requires that the teacher of ELLs use a variety of symbolic and concrete referents to illustrate meaning. Moreover, the students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others are needed, not only to instruct the students, but also to assess and monitor their progress. As the students acquire more academic language, the learning activities should require "higher" cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of "academic language" is much more difficult

than mastering "conversational language" and it takes much longer.
NRCA will serve ELLs through a mainstream/inclusion model to ensure that instruction is made **comprehensible** to the student through the use of ESOL strategies, supplemental materials, and bilingual assistance. This will facilitate accurate and fair grading of student progress. In addition to adapting the instruction according to the student's level of English proficiency, teachers must also be aware of the student's prior knowledge of the topic being taught. Teachers who have any ELLs will utilize a variety of instructional strategies to support the English language acquisition of identified students in their classrooms. These strategies include, but are not limited to, the following:

- Ask all students to speak in complete sentences.
- Speak slowly and enunciate clearly.
- Use nonverbal language such as facial expressions, gestures, and dramatization.
- Simplify the language of instruction, not the concept being taught.
- Use realia, props, visual clues, movement, and manipulatives to support oral language.
- Establish a classroom library of supplementary materials written in easy-to-read English.
- Provide outlines/graphic organizers that communicate the big ideas and concepts from the lesson.
- Label items in the classroom.
- Provide translation dictionaries in the students' native language with pronunciation keys, simple explanations, contextual clues, and visuals.
- Provide frequent opportunities for students to use English to communicate their thinking and to ask questions through partner discussions, learning buddies, and table discussions rather than relying solely on whole-group discussions.

Educators at NRCA who are supporting English Language Learners will rely on the science of reading and the conceptual frameworks highlighted in Sections 2 and 3. These students benefit from the practices derived from the science of reading. All proficient readers must master the same concepts in order to learn to read. However, it is important to provide students with linguistic differences and focused attention on oral language development. ELLs benefit from reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Adjustments are necessary, however. One of the major adjustments includes a focus on oral language proficiency, which is often overlooked during instruction. (Cárdenas-Hagan, 2020).

NRCA believes that ELLs must meet the academic standards established by the Florida Department of Education. Program goals, objectives, and content for the curriculum for English Language Learners will be the same in scope, sequence and quality as the instruction provided to non-ELLs. The School will modify instructional delivery, not content, to meet the needs of ELLs. Teachers will provide differentiated instruction to meet the individual learning needs of ELLs who perform below, at, or above grade-level. Instructional strategies will be documented in lesson plans. ESOL endorsed teachers will utilize appropriate strategies with ELL students during core content areas to facilitate learning for these students, particularly those who are working below grade level. Small-group or one-on-one direct instruction will be used to address students' needs. Each ELL student will be paired with another student who is performing at grade level and is proficient in English. Every ELL student will have access to a bilingual dictionary and will be provided with appropriate testing accommodations. Collaborative learning with high-performing students, problem-based learning, and other methods and best practices will assist ELL students who are working above grade level.

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

In accordance with the School District of Manatee County ELL Plan, academic performance of ELLs must be monitored and evaluated against grade level standards. Each ELL receiving ESOL services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document those accommodations and strategies of instruction and assessment, comprehensible at the student's language proficiency level, were employed that allowed the student to demonstrate progress in the achievement of the Florida Standards. ELLs are assigned grades as described in the Student Progression Plan. Student Language Proficiency scores are used to document evidence of accommodations and strategies on lesson plans. NCRA will monitor the academic progress of all ELLs using progress monitoring tools as described in Section 5 of this application. All ELL are required to have an annual assessment to determine their level of proficiency in English language listening and speaking skills. All identified ELLs will take the ACCESS for English Language Learners 2.0 Assessment to measure their academic growth. Classroom observations, formative and summative exams, school-based progress monitoring assessments, i-Ready reports, state-mandated coordinated progress monitoring assessments, and other results will also provide information on the student's academic progress. All progress will be monitored and reported in accordance with state and district requirements. A variety of measures will be used to determine whether instruction is positively affecting student performance. Teachers will keep records of the strategies and accommodations implemented with ELLs in daily lesson plans. Interim reports and quarterly report card grades will also provide information to determine whether ELLs are making adequate progress.

Students may exit from the ESOL program in accordance with the requirements set forth in Rule 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for El s or any student in grades 1-2 taking ACCESS for E the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H. For students in grades 3-8 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I. For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for El s assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee. Once the student meets exit criteria an ELL Plan is created to document the exit and exit data is entered into the student information system. The student code is changed from LY to LF and is monitored for two years. Once the student is exited, an exit letter in the home language, where feasible, will be sent home to the parents by the School. The School will be responsible for monitoring the progress of students who have exited the program at specified intervals within the two-year post-program review period, in accordance with Rule 6A-6.09031, Fla. Admin. Code.

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

Data provided by Florida Department of Education's EduData Portal for the School District of Manatee County indicates that for the 2022-2023 school year, the Manatee District's Current

English Language Learners (ELL) student population was approximately 11.9% of the total student population for the district. However, the ELL population for 2022-2023 at Parrish Charter School, NRCA's sister school which is located within eight miles of the new school, was approximately **2%** of the total school population according to school records. However, NRCA will be located further east with Parrish which has a larger ELL population. In reviewing the data for PCA and Manatee County, NRCA anticipates serving approximately **5%** ELLs which constitute the number of ELLs listed below during the term of the charter:

Year	Projected Student Enrollment	Projected ELLs (5%)
Year 1	488	22
Year 2	616	28
Year 3	762	35
Year 4	1138	53
Year 5	1310	61

NRCA will seek to hire ESOL-endorsed teachers to provide appropriate services within the general ELA classroom to all students who quality for the ESOL program. The principal or designee will serve as the ESOL Contact Person/Coordinator to ensure that all compliance, programmatic, assessment, and instructional requirements are fully met by the School for each English Language Learner (ELL). The School will abide by the META Consent Decree which states that Florida teachers are required to participate in training when they have a Limited English Proficient (LEP) student assigned to their class. Teachers who are assigned to teach an ELL and have not met their ESOL training requirements will be required to complete the necessary courses within the established timelines. There are three categories of teachers (Category I, II, and III), each with its own training requirements. Administrators and school guidance counselors are also required to attend ESOL training (Category IV). The categories are summarized below:

- Category I - teachers responsible for teaching language instruction or reading, such as English language arts, reading and exceptional education.
- Category II - teachers of math, social studies, science, or computer literacy.
- Category III - teachers not listed in Category I or II, such as art, music, P.E., or media specialists.

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.

NRCA recognizes that to ensure the School provides a safe, orderly, and supportive learning environment, the School must foster positive relationships with students and offer high quality instruction. It is the responsibility of the principal and all school personnel to help promote such environments by implementing a clear, fair, and appropriate set of expectations and consequences for all students. The principal is responsible for ensuring that all school personnel are fully trained and implementing the School's discipline plan with fidelity in a fair and consistent manner. NRCA will implement a positive behavioral system which supports the School's mission, vision, and guiding principles. The School will focus on establishing positive relationships with students and families. NCRA believes that students should have a chance to learn

from their mistakes and the opportunity to restore any damaged relationships with peers and adults. The School's discipline practices focus on preventative and early intervention measures that seek to strengthen relationships and build a positive, nurturing, and welcoming learning environment. NRCA will follow the School District of Manatee County Code of Student Conduct. Training on the Student Code of Conduct will be provided to all students, teachers, and administration during the first month of school. an electronic copy of the Student Code of Conduct will be provided for parents, students and staff on the district website at www.manateeschools.net and on the School's website. NRCA will implement the programs stated below to promote a positive academic environment and reinforce student social and intellectual development:

- **CHAMPS**
  CHAMPS is used as the formal classroom management protocol at NRCA. The acronym stands for Conversation, Help, Activity, Movement, Participation and Success. CHAMPS is utilized to maintain a positive learning environment in each classroom. The guidelines of the program involve effective communication with children and clear expectations for behavior so there is no room for any misunderstandings. This method optimizes learning and leads to better academic outcomes. The teacher must address different elements before starting any activities to ensure smoother lessons and effective learning.
- **Leader in Me program**
  The Leader in Me program provides a school-wide common language and student leadership focus. Students will explore each of the *7 Habits of Highly Effective Kids* in order to provide a foundation for understanding the qualities of respect, leadership, and resilience. The program provides a whole-child approach to achieving academic, social, and emotional success. With a common philosophy and language, students and staff alike will engage with the 7 Habits as a collective group which produces a shared vision that is aligned with the School's mission, vision, and guiding principles.
- **Class Dojo**
  Class Dojo is used to provide a single parent communication tool where staff can interact with parents to provide up-to-date information related to their child's daily needs, struggles, and successes. Students earn Dojo Points for positive classroom behavior and demonstration of the 7 Habits and CHAMPS classroom expectations. Points are then used to earn rewards from the PBIS Awards Cart or participate in school-wide Celebration Events.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:

NRCA intends to use the School District of Manatee County Code of Student Conduct. At the beginning of the school year, each student and parent will receive the School District of Manatee County Code of Student Conduct."

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

The primary methods the School will use to promote a **positive** learning environment, and instill leadership character traits amongst all students will be through the implementation of the following programs: CHAMPS, Leader in Me, and Class Dojo. Additionally, NRCA will follow the tenets of a positive school climate which are specifically delineated in the **School District of Manatee County Code of Student Conduct** as listed below:

- positive relationships among and between all stakeholders (students, parents, all school personnel and community partners);
- engaging, relevant academic and extracurricular activities for all students that meets their social, academic, and developmental needs;
- meaningful family and community engagement;
- training and resources to resolve conflicts peacefully and respectfully;
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained campuses that support a sense of school pride;
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.

To address disciplinary infractions, NRCA will follow the guidelines provided in Section V of the School District of Manatee County Code of Student Conduct: Misconduct that Requires Specific Consequences. The Code of Conduct's Discipline Matrix for School will be followed to ensure a consistent and progressive response to discipline across the school. Offenses are categorized as Level 1, Level 2, Level 3, or Level 4 offenses. The School will follow the appropriate matrix based on the student's grade level (PK-2, 3-5, or 6-8). As specified in the Code of Conduct, each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.

- **List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;**

In accordance with the School District of Manatee County Code of Student Conduct Discipline Matrices, there are specific disciplinary infractions that may necessitate bus suspension, class removal, in-school suspension, school suspension, and expulsion. The Code of Conduct defines each type of severe disciplinary infraction that requires mandatory suspension or a recommendation for expulsion. Students who are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, may be suspended by the principal or designee for up to 10 days after following the suspension procedures. The Code of Conduct defines specific Level 4 behaviors that require mandatory 10-day suspensions. Students are required to make up their work while they are on suspension. To obtain their work, the following means are available: 1. The student may ask fellow students to obtain the class work for him/her. 2. The student may contact his/her teacher via email or phone; or 3. The student may access teacher websites or weekly assignment sheets, if available. All makeup work is due on the day of the student's return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed. If the

principal suspends a student for 10 days, the Superintendent may extend the suspension until the outcome of the criminal charges that have been filed against the student. During the suspension, pending the outcome of the criminal charges, the student will be assigned to an alternative educational program.

Other extreme behaviors such as those involving weapons and firearms (Category A) or weapon-like contraband (Category B) require mandatory alternative placement or expulsion in accordance with s. 1006.13, F.S and S. 790.001(6)(13), F.S. The student may be recommended to the school district for expulsion or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team. Students who commit violent acts that involve the use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

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

The principal of the School is responsible for the administration of the school and the enforcement of Manatee County's District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy. The School's discipline plan will include appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation. Disciplinary measures will be applied fairly, equitably, and consistently by all school personnel. Teachers will maintain ongoing communication with parents throughout the year to promote a positive school-home relationship and elicit parent assistance in working with students to maximize learning opportunities offered by the School. School leaders will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code Book for Student Conduct.

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

In accordance with the School District of Manatee County Code of Student Conduct, students with disabilities must abide by the code of conduct as other students. However, the Code of Conduct states that there are specific rules dealing with suspensions, assignments to alternative programs, and expulsions for students with disabilities. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.
A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension. When a student with a disability reaches ten days of out-of-school suspension, school personnel familiar with the student and the student's

IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document. According to the Manatee District's Code of Student Conduct, a student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may also be reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone at school or at a school-related function, that student may be subject to the same administrative action and for the same length of time as a non-disabled peer, provided the behavior is determined to not be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the student's behavior, he or she may be removed to an interim alternative educational (IAES) setting for not more than forty-five (45) school days. Such placement does not require parent consent. The IAES will be determined by the IEP or Section 504 Plan team. A student with a disability may only be expelled if appropriate services are provided and the expulsion is approved by the district.

Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. However, any days missed during the bus suspension will be counted as an out-of-school suspension, unless the parent excuses or documents the absence. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an out-of-school suspension if the student is not in attendance.

- **Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days.**

Suspension

A student may be suspended only as provided by the guidelines provided in the Code of Student Conduct. As stipulated Chapter 1002, Section 20, F.S., "A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within twenty-four (24) hours to the parent by United States mail. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension. If the student or parents claim they did not receive the letter, it will not change the suspension. Another copy of the letter will be

provided upon request. The student and/or parents can request that the principal reconsider the evidence and decision. Students and parents will be provided written guidelines for submitting such a request within a specific and reasonable amount of time as specified in writing by the School." However, the principal's decision to suspend a student is final. A student with a disability may only be recommended for suspension or expulsion in accordance with State Board of Education Rules.

Expulsion

Florida law further states that "Students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process." The principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform the parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform the parents that they can request a hearing. By not requesting a hearing, the student and parent will be confirming that the student committed the violation of which he/she was accused. The School Board will take final action on the recommendation for expulsion without a hearing. An expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform parents of the procedures involved and their procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. The student, parents, and their attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on the student's behalf, including the student's testimony. The cost of your attorney will be the parent's responsibility. Parents may elect to have the hearing open or closed to the public. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. The student, parents, and their attorney will have an opportunity to submit written objections to the recommended order. The School Board is limited in what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes. The School Board will make the final decision on whether the student should be expelled and if so, for how long. The School Board will also decide if the student will receive educational services during his/her expulsion. Parents may elect to have the School Board meeting open or closed to the public. Parents can appeal the School Board's decision to the Second District Court of Appeal in Tampa within 30 days of the time the student is expelled. The student may or may not receive educational services.

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

The Student Code of Conduct has been developed so that students and families have a clear understanding of behavioral expectations and to inform all parties of important procedures related to the School's mission and vision. Parents and students will be encouraged to review the Student Code of Conduct, which will be posted on the School's website and referenced in the NRCA Student-Parent Handbook, to gain a better understanding of their rights and responsibilities.

Training on the Student Code of Conduct will be provided to all students, teachers, and administration during the first month of school. Section II of the School District of Manatee County Code of Student Conduct delineates Student and Parent Rights and Responsibilities.

Section 9: Supplemental Programming

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

NRCA firmly believes that student learning extends well beyond the school walls and the school day, purporting that learning is even more powerful when students have the ability to practice what they learn in various settings and learning situations. The Board is committed to offering many opportunities for students to explore new educational horizons via extra-curricular activities and meaningful learning experiences. With those options, students can both integrate and apply concepts from their curriculum in fun, realistic, and purposeful ways. In addition, student participation in those offerings promotes character development, social and physical growth that rallies the School to live its mission every day. The length of time during the year, days, and hours in which sports, clubs, and filed trips will occur will be communicated to parents in writing. The Board believes that extra-curricular opportunities must be available to all students regardless of special circumstances or socio-economic level and will ensure that the offerings are available to all students. Examples of extra-curricular offerings include, but are not limited to, the following:

- **Sports Teams** – Basketball, Volleyball, Soccer, Cross-Country, Lacrosse, Tennis (compete with other schools)
- **Clubs** – Science Club, Math Club, Technology Club, Arts Club, Engineering Club, Debate Team, Chess Club, Flag Football Club
- **Contests/Competitions** – Spelling Bee, Geography Bee, Science Fair, Debate Competition
- **Field Trips**

The tri-county area of Manatee, Hillsborough, and Sarasota Counties provides a wealth of community assets that will be used to bring extra-curricular opportunities to students at NRCA. Fieldtrips to places such as the South Florida Museum, Planetarium, Bishop Planetarium, Dakin Dairy Farm, South Florida Museum of Science & Exploration, Big Cat Habitat, Museum of History, Sarasota Opera, Mote Marine Laboratories, Florida Railroad Museum, Marie Selby Botanical Gardens, Ringling Museum, Gamble Plantation, Crowley Museum and Nature Center, Mixon Fruit Farms, Historic Spanish Point, coupled with manatee tours, coastal cleanup projects, animal shelters, assisted living facilities, and aquifer experiences are real-world examples and will be incorporated into the curriculum in areas of science, mathematics, social studies, language arts and physical education for students of all ages. These experiences will afford students the opportunity to apply their learning in "real world" environments. NRCA will also use the talents of volunteer parents to bring career, vocations, and special skills into the classrooms and clubs. Many parents find that offering their "real life" talents is a rewarding and positive way in which to donate to the school. As stated in other parts of this application, all volunteers will be appropriately screened with background checks, including fingerprinting, to assure safety of students and compliance with state regulations.

NRCA extra-curricular classes and clubs will be free to all students. Offerings that are scheduled and presented by outside vendors, such as those offered in STEM or LEGO clubs will be available to all students with scholarships available for those who need them. Since transportation issues are often the most significant barrier to student participation in extra-curricular activities, the School will provide additional transportation services for students enabling them to participate. Teachers will be compensated via stipends to lead after school activities, clubs, and team sports. Said remuneration can range from $500 - $1,500 contingent upon the number of days the activity or club meets during the week. These stipends for teachers are included in the operating budget of the School. Funding for after school programs and supplies is typically accomplished through fundraising, PTO donations, as well as school operational funds. In the event that said funds are not available from these funding sources, said stipends and after school educational opportunities will be paid by FORZA Education Management without expectations of reimbursement from the school. This year, Parrish Charter Academy, NRCA's sister school, was able to provide many extra clubs and summer camps due to special federal funding (ESSER). If the School is provided with these funds during the term of the charter, the School will be able to offer free clubs during the school year and summer specialty camps. Summer Specialty Camps will focus on STEAM disciplines, as well as other areas of interest for students.

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.

NRCA is organized as a nonprofit corporation under the laws of the State of Florida. Once NRCA's charter application is approved and the parties have entered into a charter contract, the School will file for federal tax-exempt status pursuant to s. 501(c)(3) of the Internal Revenue Code as a charter school. NRCA will secure its 501(c)(3) designation prior to operating the charter. (Letter from attorney is included as Attachment I.)

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

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

The following attachments are included with this application:

Attachment H – Articles of Incorporation
Attachment I – Copy of Attorney's Letter Regarding Filing Form for 501(c)(3) tax exempt status
Attachment J – Governing Board Bylaws
Attachment K – Governing Board Code of Ethics and Conflict of Interest Policy

C. Describe the governance structure of the proposed school, including the primary roles,

powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

The Board is the ultimate policy-making body of the organization with the responsibility of operational oversight of NRCA including, but not limited to, academic direction, curriculum, coupled with organization and budgetary functions. The Board is responsible for all fiduciary, legal and regulatory compliance issues related to the School and will both hire and evaluate the principal. The Board will assess the principal's effectiveness in the implementation of state standards and the level of student performance, the supervision of audits and business practices, the effective supervision and safety of students and staff, and the management and organization of the environment of the School. The Board will promote the academic success of all students and the financial efficiency of the School by aligning responsibility and accountability. The Board operates under bylaws that are attached to this application and will form committees of the Board as needed to resolve issues or initiate policy to be approved by the entire Board. The Board will hold the principal and any contracted vendors or service providers to performance measures that are established and reviewed annually. These measures will be inclusive of both academic and organizational components. Policies established by the Board will provide the framework in which the school administration and contracted bodies are able to accept delegated authority. The Board will delegate the day-to-day operation of the school to the administration (principal) and selected contracted bodies so that the role of the Board in policy-setting remains clear and separate from the administrative roles of the organization. Advisory committees that are formed within the School, such as parent organizations, will report to the principal since their function will be related to daily operations. However, the Board may seek input from those groups as the Board formulates policy and evaluates the functioning of the organization. The NRCA Governing Board will abide by all statutory requirements stipulated in s.1002.33, F.S. The specific stipulations of the law are provided below:

- The governing board of the charter school shall annually adopt and maintain an operating budget.
- The governing body of the charter school shall exercise continuing oversight over charter school operations.
- The governing body of the charter school shall be responsible for:
    - Establishing and maintaining internal controls designed to:
    - Prevent and detect fraud, waste, and abuse as defined in s. 11.45(1)
    - Promote and encourage compliance with applicable laws, rules, contracts, grant agreements, and best practices
    - Support economical and efficient operations
    - Ensure reliability of financial records and reports
    - Safeguard assets
- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 218.39, s.218.391, and s.1002345(2), who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- Performing the duties in s. 1002.345, including monitoring a corrective action plan.
- Monitoring a financial recovery plan in order to ensure compliance.
- Participating in governance training approved by the department which must include

government in the sunshine, conflicts of interest, ethics, and financial responsibility.

In addition to the legislated mandates listed above, the Board will fulfill the following roles:

- Board members will assist in the development and monitoring of the School's school-wide strategic plan and annual goals ensure that the School is fulfilling its mission and vision, implementing its charter contract, and effectively meeting the needs of the community.
- The Board will schedule, announce, and conduct regular, publicly held meetings in accordance with its bylaws and Florida Law.
- The Board will evaluate its own performance on an annual basis by establishing goals and assessment criteria to determining the degree to which the organization is fulfilling its bylaws, promoting the School's mission, and adhering to all statutory, ethical, and fiduciary responsibilities.

Chapter 1002, Section 33 of the Florida Statutes stipulates that the Governing Board "shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports. The Department of Education shall develop a uniform, online annual accountability report to be completed by charter schools."

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

In accordance s. 1002.33, F.S., "each charter school's governing board must hold at least two public meetings per school year in the school district where the charter school is located. The meetings must be noticed, open, and accessible to the public, and attendees must be provided with an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her designee, must be physically present at each meeting. Members of the governing board or any member of a committee formed or designated by the governing board may attend in person or by means of communications media technology used in accordance with rules adopted by the Administration Commission under s. 120.54(5)."

The Governing Board will comply will all provisions stipulated in s.286.011 (Public meetings and records; public inspection: criminal and civil penalties) and with s.119 (Public records request). The Governing Board will meet all statutory requirements related to open meetings and records laws by publicly noticing and holding meetings that encourage public discourse. During the first year of operation, and longer if needed, the Board will hold monthly open meetings. These meetings will be held at the school so that they are accessible to the general public served by the school. The Board bylaws indicate that "other than Special Meetings, all meetings of the Board of Directors shall be publicized two-weeks in advance and open to the public." The Board is committed to using the following protocol to make sure that it is in compliance with statutory requirements. NRCA will post notices of all meetings on the school website concurrently and such notices will be prominently displayed in the common areas of the school. The Board recognizes its responsibility to encourage public input into the school's operation and will allow for public input at every meeting. The agenda for each Board meeting will be posted in advance of the meeting and minutes of each meeting will be published on the website. If there is a request by anyone for hard copies of these public records, the request will be handled by the office staff at

the School. The documents will be provided in a timely manner.

After the first year of operation, the Board will determine if monthly or semi-monthly meetings are required to effectively and efficiently conduct its business and provide essential and responsible oversight functions of NRCA. The primary objective of the Board in scheduling meetings is to ensure the successful functioning of the school. On an annual basis, the Board will publish its meeting schedule for the year so that interested parties will know far in advance of each anticipated date. The meetings will then be publicly noticed as mentioned previously to afford the opportunity for the public to attend, moreover, a time will be designated at each meeting for public input. The bylaws of the Board provides for the scheduling of special meetings as needed. There is detailed explanation in the bylaws pertaining to the manner in which those meetings are conducted and the way they are to be noticed. The records of the meetings are kept in a manner consistent with the records of regular Board sessions. All records of NRCA will be kept in perpetuity, be maintained in accordance with the applicable retention schedules published by the State of Florida, and will be available for public inspection and copied upon request. NRCA will designate a public records custodian, whose contact information shall be prominently displayed on the School's website and in the front office. The public records custodian will promptly process all public records received by the School. If a record is confidential or exempt from disclosure, the public records custodian will provide the requestor with the applicable statutory basis for not producing the record. In addition, the School will keep a record of any public records requests so that the Board can evaluate its capacity to keep the public informed of its actions.

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.

According to the bylaws, the Governing Board will consist of no less than three and no more than five members of lawful age to hold public office. The goal of the organization is to have Board member representation in all areas of oversight that the Board legally must address. For example, the Board is responsible, by law, for fiduciary oversight of the school. Therefore, a person with broad knowledge of financial practices and procedures is a critical component of the Board. Likewise, individuals with knowledge of education practice and organization can provide valuable insight into the role of academic and curricular oversight. The NRCA Board is currently comprised of three very experienced and knowledgeable members of the community.

Mark McCabe - Mark has been a resident of Naples since 1982. He earned his Bachelor of Arts in Finance from Florida Atlantic University in 1988 and an Advanced Banking Degree from Louisiana State University in 2004. He has worked in the banking industry since 1988 in various capacities that include loan office, assistant vice president, and vice president. He served on several Collier County School District Board sub-committees from 2009 through 2013. In addition, he has been a Board Member of six charter schools in Florida (in Lee County and Manatee County). Mark currently serves as Board President at Gulf Coast Charter Academy, Oak Creek Charter School of Bonita Springs, and Parrish Charter Academy.

Fugang (Frank) Zhou - Frank was born and raised in Shanghai, China, and moved to Naples, FL in 1999. He earned a bachelor's degree in computer science in Engineering from the University of Florida and earned his MBA from Regis University. He worked in the Information Technology

field for over 15 years as a Programmer, Analyst, and Manager in areas such as software development, healthcare management, and property and casualty insurance, and owns and manages several small businesses. He has been involved with many organizations devoted to assisting youth education.

Gwen DaPore – Gwen earned a bachelor's degree in elementary education from Ohio State University in 1968. Gwen began teaching in 1969 and relocated with her family to Centerville, Ohio in 1972 to begin working for the West Carrollton City Schools. She worked for this district for the next twenty-nine years. Gwen earned a master's degree in educational leadership (Principal, Curriculum and Instruction, Supervision) from Wright State University in 1984. Ms. DaPore relocated to Florida in 2009 to assist in creating and building the Prep and Fitness Schools in SW Florida. She became the principal of Bonita Springs Preparatory and Fitness Academy. She facilitated the growth and development of two other Prep and Fitness Academies until 2013. She became a Board Member of Oak Creek Charter School from 2013-2014. In 2022, Gwen retired and is now volunteering as a board member for Oak Creek Charter School of Bonita Springs, Parrish Charter Academy, and Gulf Coast Charter Academy.

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

The Board bylaws clearly specify the selection and removal procedures of the Board members. In brief, Board members would be selected by the existing Board at its annual meeting. The nominees for Board positions would be candidates that add specific value to the organization as it fulfills its mission. Nominations can be made by any Board member. Board members are elected for terms of five years and there are no term limits. Since the contribution of each Board member is critical to the success of the school, the directors are held to a policy of meeting attendance that allows them to be removed from office after missing three consecutive meetings. Each member is expected to add their specific area of expertise regarding their oversight role of the Board. Officers are elected from amongst the members of the Board. Officers serve until their successor is elected and qualified.

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

Board members will be selected according to their expertise and experience to add value to the entire organization. The existing Board members have comprehensive qualifications that provide both depth and breadth to their oversight roles. Additional Board members will be sought to supplement the existing base and will be selected as the unique needs of the school become evident. The Board has also identified performance expectations for all members. Each member is to:

- Govern by helping to fulfill the Board's collective responsibilities, detailed in the Board's job description and expectations.
- Be an advocate for the NRCA's vision and mission along with being a champion in building the diverse constituencies necessary to support the successful launch and sustainability of the School.
- Serve as a liaison with the public, interpreting the School's vision to the community and informing the School of the needs of the community.

- Provide unique expertise and a commitment to the entire organization and the mission of the School.
- Satisfy all legal requirements for the organization.
- Leverage external networks to secure financial and other resources to support the school.
- Attend regular Board meetings and participate in a meaningful and productive manner by coming to meetings prepared and by focusing on strategic and critical questions and issues.
- Collaborate with fellow Board members to fulfill all obligations and ensure that diverse perspectives are heard and incorporated into the governance structure.
- Disclose to the Board any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1, a completed and signed Board Member Information Sheet (template provided). and 2, resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g., Member, President, etc.)	Submission Requirements
Mark McCabe	Current	President	X Information Sheet X Resume
Fugang (Frank) Zhou	Current	Vice President	X Information Sheet X Resume
Gwen DaPore	Current	Secretary	X Information Sheet X Resume

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

Board members will be recruited to join the existing members to add value to the organization and be committed to fulfilling the expectations of their roles. Prospective members must be committed to the mission of the school and to the success of all students. Individuals who have the ability to evaluate the administrative performance of the Principal and contracted organizations and who fully understand the role of steward of public funds will be sought to fill vacancies on the Board. All new Board members will undergo mandated background checks including fingerprinting through the School Board of Manatee County. If Manatee County School Board is unable to assist the School in meeting the mandatory requirement for Level II screenings of Board members and/or staff of NRCA, the School will use the services of a vendor or provider to ensure compliance with screening regulations**.** In an effort to assist new Board members in transitioning into their roles on the public board, each member will be provided training in the areas of Non-Profit Board Governance, Ethics and Conflict of Interests, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This initial four-hour training will be provided by the Florida Consortium of Public Charter Schools or other approved providers as required by Section 1002.33 Florida Statutes for new Board members. Subsequent required two-hour refresher governing board training will be completed by each Board member every three

years thereafter.

New Board members will receive a thorough orientation to the specific organization NRCA by existing members which will focus on the Articles of Incorporation, Bylaws, charter school law, Manatee County School's charter policies and any contracts or Agreements held by the Board. Ongoing professional development of the Board will be pursued through activities presented by the Florida Department of Education, Manatee County Public Schools if offered, The Florida Consortium of Public Charter Schools and the annual Florida Charter School Conference. Annual professional development in areas of human resource management (hiring, evaluating, policies and procedures, taxes, and benefits) will also be provided to the Board. In addition, the Board will be surveyed annually for professional development needs and a plan for addressing those needs will be generated. The Board will be vigilant in following proposed legislation impacting charter schools and will maintain appropriate policies to meet statutory requirements.

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

As a non-profit, tax-exempt organization authorized to operate charter schools, the operations of NRCA can also be viewed as a public trust, which is accountable to the public. Consequently, a fiduciary duty exists between the Governing Board, officers, management employees and the public, which carries with it a duty of loyalty and fidelity. The NRCA Board must be cognizant and fully aware of the need for strict compliance with conflict-of-interest policies. As stated previously, new Board members will learn before their election of the need to not only be aware of potential conflicts but to note when a conflict may even potentially exist. That concept is part of the Board training that new Board members will receive, as well as the orientation to the NRCA Board. Board members will be reminded annually that no Board member will be appointed to the Board if that individual has an existing conflict of interest, such as relationship to the Educational Service provider or other obvious conflict which could jeopardize the objectivity of the Board in conducting business, moreover, will be reminded of the nature of conflicts of interests and from where conflicts of interests may arise:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed with any third party dealing with the Governing Board.
- Receiving remuneration for services with respect to individual transactions involving the corporation.
- Using the corporation's time, personnel, equipment, supplies, or goodwill for other than activities, programs and purposes which have been approved by the Governing Board.
- Receiving personal gifts or loans from dealing or competing third parties.

The Board has a Code of Ethics and Conflict of Interest policy (See Attachment K) which aligns with the requirements set forth in section 112.313(2), (3), (7), and (12); Section 112.3143(3); and section 1002.33(24) & (26). Any Board member with a conflict or potential conflict in any area will make that known to the Board Chair before an action is taken. The Board Chair will alert the

Board of the conflict and will exclude the Board member from voting on the proposed action. The Board will secure a statement from each Board member certifying that there is no relationship, controlling interest or association with other members of the Board, administrators and/or offices of the School. The Conflict-of-Interest Policy is only one example of how the Board will maintain the highest standards of ethical behavior for themselves, employees, and students. The actions of all are expected to be non-discriminatory, inclusive, respectful, honest, and transparent. The Board will be mindful of sensitive information and those situations in which they may have information that needs to be kept confidential to protect employee or student rights. At this time, there are no known conflicts of interest among the Board members. As items are brought before the Board, the Chair will ask for any conflicts of interest before action is taken on agenda items. In addition, the Board members will be asked to be vigilant in bringing both real and perceived conflicts to the attention of the full Board to avoid any hint of impropriety.

NRCA shall establish a School Advisory Council (SAC) that will maintain SAC by-laws; define the membership; develop election procedures; and post all meeting agendas and minutes. The School Advisory Council will assist the Principal with the development and implementation of NRCA's School Improvement Plan. Member of the School Advisory Council will represent school employees, parents, and community. The Principal will serve as Chairperson. At least one community member will represent the business community. A minimum of two (2) parents will serve on the Council. The School Council also includes an administrative and teacher representation. The principal shall keep the Governing Board Members informed of Council deliberations via oral and written communications.

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

The Board of NRCA is committed to maintaining transparency and openness with its community in order to minimize conflicts and disputes. The Board will actively communicate policies and practices of the School to parents even before their students enroll. NRCA will follow established guidelines to address a parent or student's objection to a governing board policy or decision, administrative procedure, or practice at the school. The process for resolving a general concern will be published in parent informational materials and on the website. Parents and students who have a general concern with a school policy or Board decision should make that concern known to the principal. If the principal is able to address the concern, the Board would simply need to be notified of the concern and resolution. If the concern is not able to be resolved by the principal, the parent/student would be advised to address the concern at a regularly scheduled public meeting of the Governing Board. The Board will then determine if the policy or decision demands further action. If new policies and practices are needed, the Board will solicit input from as many stakeholders as possible before making a recommendation. Public comment will be welcomed at Board meetings. As changes occur, those changes will be communicated to parents/students through the website, emails, letters, or verbal announcements so that most individuals can be made aware of not only the change, but the rationale for the action. However, the Board recognizes that

even with advanced notification and input, some conflict with policy or decision is to be expected.

If a parent/student has a more specific concern related to an action or disagreement, a formal grievance policy has been established with defined guidelines and timeframes. That process is clearly described in the School's website and the Parent-Student Handbook. The grievance policy could be invoked if a parent feels that an action of the staff has violated the student's rights. The stages of the process most generally would terminate at the school administrative level. However, the Governing Board would be included in the process if the dispute could not be ameliorated in a satisfactory manner. The grievant would take the unresolved issue to the public Board with a final decision made by the Board. In all cases, the Board would be mindful of any repetitive disputes or concerns and determine the root cause of such concerns.

As mentioned previously, the Board will appoint a staff member to assist with facilitating parental involvement in the School. The specific contact information for that person will be included on the school's website and Student-Parent Handbook. That individual will assist in resolving conflicts and disputes before they rise to the level of a grievance. That individual will also be of support to parents that are finding conflict with policies or practices in the School and will be instrumental in alerting the principal and Board to issues that are consistently problematic or in need of review.

The NRCA Student-Parent Handbook clearly stipulates the Parent Grievance Policy in Section 2.F. The following information is included in the NRCA Parent-Student Handbook:

1. If parents disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure.
2. If a situation occurs where parents believe that a decision affecting them is unjust or inequitable, they are encouraged to follow the steps below:
    - Step 1. Communicate with the classroom teacher via telephone, email, and or send a note discussing the concern. Email addresses are available at the front desk and on the school web page.
    - Step 2. Schedule a Parent Teacher Conference with the classroom teacher to discuss The concern further if needed. At this meeting, establish next steps or goals and the Process for follow up, as necessary. For unresolved concerns, please follow Step 3.
    - Step 3. Schedule an appointment with the school administration.
    - Step 4. Contact or schedule an appointment with the education management company.
    - Step 5. Submit your concerns in writing to the North River Charter Academy School Board of Directors and the concern will be discussed at the next Board Meeting.
    - Please seal your concern in an envelope and deliver it to the office manager.
3. You can also attend the Board Meeting and address the Board during the Public Comment opportunity. Note: No individual Board Member can address your concerns per Florida State Law. The full Board must address the issue.
4. Parents may also, at any time, request to have an item placed on the Board agenda. The parents must put the request in writing to the principal at least 24 hours before a Board Meeting. Any Board member may request that the item be placed on the agenda.

NCRA will implement the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in **s.1001.42(8)(c)1.-6., F.S.**

The School will develop procedures for a parent to notify the principal, or his or her designee, regarding concerns about the School and the process for resolving those concerns within seven calendar days after notification by the parent. If the complaint remains unresolved, it will be forwarded to the school district who will have 30 days to attempt to resolve the matter. If the school district is unable to resolve the dispute, a parent may request the appointment of a special magistrate utilizing the "Parental Request for Appointment of a Special Magistrate" form published by the Florida Department of Education and available here: https://info.fldoe.org/docushare/dsweb/Get/Document-9669/dps-2022-158b.pdf.

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 for NRCA for the requested years are found in Attachment M. The attached organizational charts in Attachment M clearly and appropriately delineate lines of authority and reporting. The management structure described in subsequent paragraphs reflect the roles within the organization and the manner in which all aspects of the NRCA will work together to realize the mission, goals and objectives of the School.

B.

- **If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the principal. 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 principal? What qualities must the principal have for this school to be successful?**

The principal of NRCA will be recruited during the year preceding the inaugural opening of the School. The goal of the organization is to have the principal in place no less than six months prior to the School's opening. The Governing Board will request the assistance of an educational service provider to advertise and screen initial candidates. The job description for the principal is included as Attachment N and a summary of the principal's qualifications is included as Attachment O. The screening process will include validating all of the candidate's credentials and work history. The

Board will collectively interview the candidates that are deemed to be the best fit for NRCA. The Board will comply with s.1000.05 (Florida Educational Equity Act)—No person shall, on the basis of race, color, national origin, sex, disability, religion, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. The Board will seek a candidate that has an excellent background in leadership and school management. In order for the principal to be successful at NRCA, he/she must have the ability to work collaboratively with the Board and build a strong team to lead the school to high levels of performance. Since the role of a charter school principal differs somewhat from that of principals in traditional public schools, the Board would prefer a candidate with some experience in the charter school world. NRCA's educational design necessitates a leader with strong creativity and ability to mentor instructional staff in less traditional teaching strategies concurrently creating a positive working environment that will help foster the School's mission. The principal must have comfort and experience in both elementary and middle school arenas. The mission of NRCA demands that the principal have a commitment to the development of academic excellence in all students. That commitment must be demonstrated through the development of a school environment that has many avenues for individual student advancement both in and outside of the classroom. In addition, the principal must have a passion for working with parents and students in creating a learning environment that is challenging, yet nurturing, welcoming, and collaborative.

C. Describe the management structure of the school. As Attachment P, provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The Board anticipates that the principal will be assisted in leadership duties by a lead teacher or assistant principal, and any other individual that the principal assigns to the School's leadership Team. As NRCA adds grade levels and increases the number of students, an assistant principal will be employed along with other faculty and staff as needed in the areas of education, guidance, and/or school operations. Moreover, the Parent Teacher Organization may be a valuable contributor to NRCA via open communication, fundraising and support through volunteer services. All volunteers will be appropriately screened with background checks, including fingerprinting, to ensure the safety of students and compliance with state regulations.

The Board has determined that contracting with an Educational Service Provider (ESP), FORZA Education Management LLC, a full-service education management organization, to manage the operational aspects of NRCA will facilitate the School's operation at an optimum level. This will allow the principal and any other administrative staff to devote a larger percentage of their time to leading the educational process, evaluating systems and student outcomes, and moving the organization toward higher levels of performance. The selection of a management company was made by the Board using a comparative process of several ESPs and the Board determined that the best "fit" was FORZA Education Management. That process is described more fully in Addendum B of this application. The Board will hire and evaluate the principal of the School. The principal will be assisted in the recruitment of personnel by FORZA Education Management. The principal will then be responsible for hiring, mentoring, and evaluating all staff of the school.

The management structure for the school is fairly traditional in nature. The Board anticipates that the principal will be assisted in leadership duties by a lead teacher or assistant principal, a counselor, and any individual that the principal feels is valuable to the team. As NRCA adds grade levels and increases the number of students, an assistant principal will be employed along with other faculty and staff as needed in varying educational and school arenas. Moreover, the Parent Teacher Organization will be an ancillary contributor to NRCA via open communication, fundraising and support through volunteer services. It is important to reiterate that all volunteers will be appropriately screened with background checks, including fingerprinting, to ensure the safety of students and compliance with state regulations.

FORZA will support the Board and principal in a number of ways by providing a full range of services including expertise in the areas of budget and finance, human resources, academic support, and an education delivery system enhancing student learning gains, including curriculum development and support, professional development, student assessment and monitoring, effective and dynamic teaching methods, effective classroom management techniques, compliance reporting, building acquisition, start-up assistance, communications and marketing, managing the physical facility, food service, transportation, technology, risk management and provide other specific support as requested by the Board of Directors.

FORZA's support is presented in the Management Agreement. FORZA will operate with performance measures that will be evaluated by the Board each year using input from the principalship. As FORZA works with the school in areas of professional development, concurrently, with their other responsibilities, duties, and activities, the management company will take direction from the Board. The Educational delivery system has been previously described in this application. However, FORZA will work with the principal and the Board to acquire all of the resources needed to enable the School to implement the educational delivery system with fidelity. For example, that may mean acquiring professional development sources, curricular and assessment resources, or providing equipment and supplies to allow teachers to deliver instruction that promotes achievement of the goals of the school. A specific line item exists in the budget for staff development and demonstrates the responsibilities of FORZA in meeting the needs of the School.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

The job description and qualifications for the School's teachers are included as Attachment Q. The staffing plan below includes anticipated personnel for each year of the charter term based on the School's educational plan and the projected student enrollment for each year.

Position	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	0.8	1	1	1	1	1
Assistant Principal	0.1	1	1	1	1	1

Business Manager	0.5	1	1	1	1	1
Registrar		2	2	3	3	3
Classroom Teachers		26	32	34	43	44
MS/HS Teachers - Full Time				6	16.4	24.6
Physical Education Teacher(s)		2	2.6	2.8	3.4	3.4
Art Teacher(s)		0.6	0.8	0.8	1	1.2
World Language Teacher(s)		0.6	0.8	0.8	1	1.2
ESE Teacher(s)		2	2.4	2.6	3.8	4.2
Gifted Teacher(s)					0.6	0.6
Lunch Staff		1	1	1	1	1
Bus Drivers		2	3	3	5	5
Maintenance 1		1.5	3	3	5	6
Security 1		1	1	1	1	1
BAC Director		1	1	1	1	1
BAC Staff		2	3	4	4	4

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

The School will actively recruit staff that are committed to a rigorous educational process inclusive of performance measures and personal accountability. NRCA shall abide by all provisions of s. 1012.32(1), s. 1012.32(2), s.1000.05 which include, but are not limited to, stipulations related to state certification, moral character, background screening of all personnel, and anti-discrimination hiring practices. The principal will be assisted in the recruitment of personnel by FORZA Education Management. Teacher applicants would need to meet all credentialing requirements including certifications and endorsements needed for their positions. The principal will recruit new employees using K-12 Job Spot, Indeed, LinkedIn, Simplyhired.com, the school website, college recruitment fairs, online newspaper advertisements, and social media. As new recruitment resources become available, those will also be used to attract new staff. The educational service provider (FORZA) will be asked to provide initial screening and determine eligibility of a candidate for employment. The principal will use a formal process of staff selection to assist with

building a committed, diverse, and engaging team. The principal may involve other staff in a team interview approach so that the applicant is assessed from a variety of perspectives and, again, the school builds diversity within the staff as well as the student body. At least three references will be solicited for each applicant to assist the school in determining the appropriateness of the placement of the staff. The principal will communicate with the district to ensure that applicants meet all certification, licensing, and background screening requirements. To view the certification status of any Florida educator, you can search by his or her name at the Department of Education's Bureau of Educator Certification teacher look-up.

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.

NRCA will be a private at-will employer. The School will use contracts for all administrative and instructional staff. Support staff will be hired using employment offers. Both documents will include content in job duties, salary, and benefits as well as expectations for maintenance of appropriate credentialing. The value in employment contracts is the ability to clearly and succinctly define the expectations from the School for the staff member. Likewise, the staff member can determine before entering into an employment arrangement whether or not the terms of the contract are in alignment with their own personal goals and objectives. This can lead to a more transparent relationship for both parties and the contract will lend stability to the staffing environment of the organization. The School will be non-discriminatory in all of its recruitment, hiring and employment practices. NRCA will strive to employ a diverse, inclusive staff that will embrace and foster the School's mission, vision, and guiding principles as stated in this application and communicated to candidates during comprehensive interviews.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

NRCA will conduct annual performance evaluations of all teachers and administrators utilizing instruments that comply with s. 1012.34, F.S. (except for newly hired teachers who will be evaluated twice in the first year). The School will utilize the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Classroom Teachers and Other Instructional Personnel and the FCPCS Evaluation System for School-Based Administrators. Formal evaluations and informal observations for instructional personnel will be used by the principal and other administrators to monitor and guide professional practices and to identify professional learning needs. The evaluation system for classroom teachers includes an informal Classroom Walk-Through Tool that is used to identify the teacher's adherence to the Florida Educators Accomplished

Practices (FEAPs) and the observations must be followed up with meaningful feedback and support for the employee. The feedback and support provided should be aligned with the results of the informal observations and include coaching, mentoring, training, and other types of professional learning opportunities. The Governing Board will formally evaluate the annual performance of the principal, and the principal will evaluate the performance of the assistant principal, using an evaluation system that is aligned to the Florida Educational Leadership Standards. The Board will participate in a training webinar provided by FCPCS. The Board will use evaluation results from year to year to identify target goals for the administrator and to recommend professional development that is aligned to results. School visits will be conducted by Governing Board members which will be followed up with meaningful feedback and support.

The FCPCS Evaluation Systems for Classroom Teachers and Other Instructional Personnel and the FCPCS Evaluation System for School-Based Administrators include the required components and meet all statutory guidelines stated s. 1012.34, F.S., as summarized below:

- Performance evaluation must be conducted a minimum of once per year for each employee (except newly hired teachers must be evaluated twice in the first year).
- All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and procedures.
- The evaluation must be based upon sound educational principles and contemporary research in effective instructional or leadership practices.
- Evaluation procedures must be designed to support effective instruction and student learning growth.
- The evaluation system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional and administrative personnel.
- Performance evaluation results must be used in identifying professional development.
- Evaluation systems must differentiate among four levels--*Highly Effective, Effective, Needs Improvement* (or *Developing* for teachers in their first three years of employments), and Unsatisfactory.
- At least one third of the performance evaluation must be based upon data and indicators of *Student Learning Growth* assessed annually by statewide assessments or, for subjects/grades not assessed by statewide assessments, by school district or local assessments; Student growth determination must be based upon the students assigned to the educator's classrooms or the administrator's school. The statute permits the Commissioner to approve a formula to measure individual student learning growth on the statewide, standardized assessments in English Language Arts and mathematics and to select other formulas to measure student performance for remainder of statewide standardized assessments. Schools may, but are not required to, measure student learning growth using the formulas approved by the Commissioner.
- At least one third of the performance evaluations are based on *Instructional Practice* for teachers or *Leadership Practice* for administrators. The remainder may include other indicators of performance which may include, but is not limited to, professional and job responsibilities, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice. The FCPCS evaluation system bases the Annual Performance Rating as follows: 34% is based on student

growth and 66% is based on professional practice (instructional practice or leadership practice) and other job responsibilities (combined).

- Classroom teachers' professional practice evaluation instrument consists of domains and indicators based on the Florida Educator Accomplished Practices (FEAPs).
- Other Instructional Personnel (instructional coaches, media specialists, guidance counselors, student service personnel, etc.) are evaluated through FCPCS evaluation instruments that consist of domains and indicators that are based on the FEAPs, National Standards for the profession (if they exist), and job duties related to the position.
- School-based administrators (principals an assistant principals) are evaluated on their leadership practices through the evaluation instruments that consists of domains, standards, and indicators that are based on the Florida Educational Leadership Standards that were adopted in 2022.
- There is prioritization of domains/indicators in the professional practice instruments to support effective instruction and student learning growth; Professional practice instruments include a scoring and weighting system that apply to instructional practice criterion.
- Specific procedures for conducting evaluations are delineated in the evaluation handbooks.
- There are specific processes for providing feedback to individuals being evaluated and to utilize results to determine individual professional development.
- There are rubrics for distinguishing among proficiency levels in the instructional practice leadership practice, and other instructional personnel indicators.
- A digital version of the evaluation systems is available through a partnership with observe-4-success, a company that provides all FCPCS evaluation tools in a digital format. The digital version of the FCPCS evaluation systems provides evaluators and employees being evaluated with cumulative and analyzed information on all informal and formal observations in a digital format using charts and graphs.

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

The NRCA Board is committed to offering all new teachers a salary that is very competitive with the salary offered by the school district. The schedule that will be adopted will be based upon current structures within the school district at the time the school opens. NRCA is committed to offering salary increases that fulfill the statutory guidelines and recognize personal contributions toward improving performance of the organization. NRCA intends to offer starting salaries for teachers at $55,000 annually with a 3% increase each year. The Board will adopt a salary schedule that takes into account years of experience and advanced degrees for experienced teachers and other staff. NRCA's full-time employees will be awarded the following benefits: health, vision, dental, life and disability insurances. The School will pay at least half of the employee's health insurance and additional family coverage can be purchased by the employee. In addition, ten-month employees will be entitled to seven (7) sick/personal days and twelve-month employees will be awarded 10 sick/personal days. Full-time employees will be paid the same holidays paid for by the school district based upon the employee calendar. The School will offer stipends for teachers who choose to perform other services and assume additional responsibilities as available at the School. The School will provide annual monetary incentives for employees rated as Effective

or Highly Effective as determined and approved by the Board.

The Board recognizes the importance of the retention of high performing staff. The cost of hiring, orienting, and positioning a staff person is significant. Effective hiring allows for those costs to be spread over many years. If a staff member leaves prematurely for any reason, the organization must incur duplicate costs for replacement. Secondly, the continuity of staff will bring stability to the School and students. A stable and positive culture takes several years to create and is altered every time there is a staff change. Additionally, the happiness and sense of well-being of the staff can have a dramatic impact on the success of the School. Staff who feel valued and affirmed are more likely to share that sense with students and other constituents of the School's environment. Those individuals are motivated beyond salary by intrinsic feelings of success and fulfillment. The Board and administration are committed to working on various ways to make the learning/work environment one of mutual respect and affirmation. Staff recognition will be part of the general culture of the school and based upon significant values that further the mission of NRCA. Providing staff with the tools they need to perform their duties is a motivational and affirming act that is often overlooked in staff satisfaction and retention.

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

In accordance with s. 1000.05, F.S., NRCA will comply with anti-discriminatory provisions and will not discriminate based upon actual or perceived disability, gender, nationality, race, ethnicity, religion, or sexual orientation in the hiring of its employees. NRCA will comply with all provisions stipulated in s.1012.32(1) and (2), and s.1012.56 in the hiring of personnel who are eligible, qualified, certified, and properly screened. All school personnel will be required to undergo mandatory fingerprinting and criminal background checks. The school hopes to be able to contract with the School District of Manatee County to conduct these assessments and will work with the district to ensure that all potential employees have appropriate clearance to be hired according to Florida laws. In the event that the school district does not offer these services, a third-party vendor will be secured. Multiple reference checks of all new employees will be conducted to add an additional layer of security to the hiring process. It is the intent of NRCA to implement effective hiring practices to ensure the hiring of highly qualified and ethical employees. Standard processes will be used to evaluate applications, secure references, review credentials and interview applicants. The principal will use a committee format for interviews to benefit from the different perspectives and areas of expertise brought by members of the interview committees. It is the goal of the school to have diversity within its workforce to mirror and affirm the diversity within the student/parent population.

The Department of Education hosts a website, MyFloridaTeacher.com, where the public can search an online database to see if disciplinary action has been taken against a Florida Educator Certificate. According to the website, "An individual is ineligible for educator certification or employment in any position that requires direct contact with students in a district school system, a charter school, or a private school that participates in a state scholarship program under chapter 1002 if the person is on the disqualification list maintained by the department pursuant to s. 1001.10(4)(b), is registered as a sex offender as described in 42 U.S.C. s. 9858f(c)(1)(C), or has been convicted or found guilty of, has had adjudication withheld for, or has pled guilty or nolo

contendere to any offense prohibited under section 1012.315, Florida Statutes." If all of the necessary assurances are affirmed, the principal may offer a contract to a contracted employee such as a teacher or an employment offer to a non-contracted employee. The offers specify salary, benefits, and job duties. All hiring will be approved by the Governing Board.

All faculty and staff members of the organization should possess the personal characteristics, knowledge base and belief in the educational program design and curriculum described in this application. It is anticipated that employees will be willing to work as part of a team and encourage parent involvement. Employees are expected to observe high standards of job performance and professional conduct in any position in which they are placed. Instructional and administrative personnel will be evaluated annually in accordance with all stipulations set forth in s. 1012.34, F.S. When performance or conduct does not meet the standards set by NRCA, the employee will be given support and reasonable time to correct the deficiencies. If they are not corrected, or if the deficiencies are significant enough to represent a safety factor for the school, the employee will be terminated. Likewise, if the employee does not feel he/she is able to consistently meet the standards of performance or conduct, the employee may voluntarily leave the organization. In any separation, whether voluntary or involuntary, the School will conduct an exit debriefing session to determine if hiring, orientation or monitoring practices need adjustment to reduce turnover of the workforce.

The School is committed to outlining expectations early in the employment relationship. Even during the interview process, potential new employees will be provided with an overview of the qualities and commitments anticipated of staff at the school. During the initial orientation of new hires, employees will be thoroughly apprised of the organization's policies and procedures. Some of the topics discussed in the initial orientation include harassment, discrimination, workplace violence, safety, organization ethics and conduct, and customer focus. Each employee will be asked to accept, in writing, their responsibility to adhere to the policies. Those affirmations will be monitored throughout the employee's employment. All instructional and administrative employees will receive comprehensive training on the approved evaluation systems used to assess their performance annually and the criteria for earning performance ratings.

The school will comply with the requirements of S. 760.10 F.S and S. 1015.01-1015.06 F.S.

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

Personnel policies are included as Attachment R. These policies have been tested and modified in another charter school. The Board believes that frequent review of its policies to determine their effectiveness, relevance and compliance with statutory language is a Board responsibility. The Board, through the school administration, will seek input from staff on a regular basis. In addition, the Board will remain vigilant to new legislation and human resource management literature so that policies will reflect trends that need to be evaluated for inclusion at the school. In addition, the Board is committed to comparing compensation packages for staff on an annual basis to ensure the competitiveness of the school in its hiring practices.

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

The Board recognizes that there may be employee attrition during the term of the charter. While the School will work diligently to prevent turnover using retention strategies such as competitive salary and compensation packets, induction and mentorship for new employees, professional learning, leadership opportunities, and established protocols for recognizing employees and making them feel welcomed, valued, and capable, it is anticipated that circumstances may lead to teacher and leadership turnover at the School.

The Board will evaluate the Principal from the first weeks of employment to ensure the individual selected to lead the NRCA is highly qualified, committed to achieving the School's mission and goals, and capable of working collaboratively with all stakeholders to create a learning environment and school culture that is focused on high standards, mutual respect, and professionalism. The Board believes that if appropriate measures are put into place in the hiring process, there is less likelihood of inadequate performance in the leader hired. However, if the principal fails to meet the clearly defined expectations of the Board, the Board will implement a remediation plan with performance measures and timelines for demonstrating improvement. The Board can facilitate training and mentorship for the principal if the areas of deficiency as needed. If the efforts toward improvement are not successful, the Board will replace the leader. The Board will benefit from having the support of the educational service provider to assist in a temporary principal placement until a new leader can be recruited and hired.

The principal will assist teachers and other staff in meeting their professional duties and responsibilities by providing guidance, support, and close monitoring. Coaching, mentoring, professional learning, informal and formal classroom observations, and ongoing review of student performance would assist the principal and other members of the leadership team in identifying staff members needing additional support and targeted professional learning. If the performance standards were met, the staff members would be supported and monitored for continued improvement. If performance improvement is not demonstrated by the employee, the principal would not renew the employee's contract or find an immediate replacement depending on the severity of the deficiency. The Board would take formal action on the recommendation. The Board would be vigilant in assessing the reasons for terminations if it appears as though the numbers are beyond reasonable expectations. That would give the Board data from which to analyze employment practices and placements. A thorough analysis of the data may provide the School with an opportunity to improve its recruitment, hiring, training, and monitoring practices.

With anticipation of some turnover of staff for various reasons, the School will request that the educational service provider assist the School in maintaining an active roster of potential candidates to fill vacancies. Some staff turnover is expected in the natural business of organizations. Illness, family issues, relocations and other normal personal life changes may result in turnover for the School. As such, back-up systems will be put into place to allow the School to continue functioning until positions are filled. The School will endeavor to maintain a cadre of substitute teachers to be called upon in the event of an unanticipated vacancy. The educational service provided will endeavor to maintain a substitute pool for other critical positions. In addition, the School and the educational service provider will work together to maintain the effective

functioning of all internal processes through staff leasing or contracting opportunities. The School anticipates expanding every year for the first five years and by maintaining applicant files and keeping staff leasing options open, the School should be in a good position to accommodate unexpected vacancies and be prepared for growth.

Section 13: Professional Development

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

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

The principal and other members of the leadership team will oversee all professional development activities for NRCA. The principal and leadership team will organize, schedule, and facilitate all professional development activities for teachers and staff.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

NRCA will develop and implement a comprehensive professional learning plan which supports the effective implementation of the School's educational program. All instructional and administrative personnel will receive training to ensure that the four key components of the NRCA Educational Plan are implemented with fidelity (as described in Section 3) which include the utilization of programs, resources, and methods, to integrate STEAM disciplines throughout the curriculum; implementation of the Structured Literacy Approach to teach reading; implementation of effective writing strategies across the curriculum; and the implementation of the *Leader in Me* student leadership framework. Professional Learning will be provided during new teacher orientation, back-to-school professional learning days (prior to the first day of school), ongoing professional learning throughout the year and in the summer, and individualized professional learning, coaching, and modeling to support individual teacher's goals for professional growth. Professional learning will be provided in a variety of formats as described below:

- **Internal Professional Learning:** Professional learning will be offered at the School throughout the year and summer. The School will follow a professional learning calendar consisting of weekly PLCs and monthly trainings aligned to the School's educational plan and school-wide measurable goals. Each professional learning session or PLC will be aligned with the activities planned for the month or scheduled academic standards to be taught during that week in accordance with curriculum pacing guides. Trainings will be conducted by members of the administrative team, teachers with expertise in specific areas, representatives from companies of core curriculum or supplemental programs used by the School, or educational consultants. Therefore, all professional development offered will support effective implementation of the educational program.
- **District Professional Learning Offerings –** Teachers and staff will have access to professional learning offered through the district that is available to charter schools. The

School will encourage participation in growth opportunities offered that will strengthen the staff members' skills in their area of assignment.

- **Individualized Professional Growth** – Teachers and staff will also be encouraged to seek out professional learning activities through online resources, institutions of learning, and other educational organizations. Additionally, all teachers and other instructional personnel will be required to complete an annual Professional Growth Plan, in collaboration with the administrator.
- **Professional Learning Communities (PLC)** – Professional learning communities will be established that provide teachers and instructional leaders opportunities to collaborate to improve teaching practices. An analysis of the students' baseline data will provide a basis for identifying areas of student need that can be addressed through teacher collaboration and planning of lessons that are likely to lead to student mastery of standards. Teachers will meet weekly to unpack standards, discuss best instructional practices, discuss barriers to learning and possible areas of confusion for students. Teachers and leaders will work collaboratively to discover solutions to many of the challenges faced by students and teachers, share best practices, learn from each other, and take ownership of the learning program at the School.
- **Online Professional Learning Modules and Webinars** – Administrators and teachers will be encouraged to participate in self-paced online professional learning online courses or webinars provided by curriculum companies or other organizations. The School may consider using the state-approved FCPCS Professional Learning System which provides online self-paced courses for instructional and administrative personnel that are aligned with the FCPCS Evaluation Systems. Participants can complete courses that address the specific indicators from the employee's evaluations that require improvement, as determined through evaluation results.

Evaluating Professional Learning

All professional development activities will be evaluated for effectiveness throughout the year. Professional learning participants will be asked to complete the Professional Learning Evaluation Survey at the end of each professional learning session. Results will be analyzed and used by the principal to gauge the relevance of the training for participants, quality of the presentation, and the knowledge and delivery skills of the presenter. In additional to analyzing the survey results, the principal will be responsible for evaluating the School's professional learning plan by visiting classrooms to observe the application of professional learning in classrooms to improve teaching and learning, and by analyzing student work and performance data to determine whether professional learning is improving student achievement. Additionally, the principal and other instructional leaders will participate in PLCs or review minutes of PLCs and review weekly lesson plans to ensure utilization of professional learning strategies, The principal will work to continuously improve the quality and effectiveness of the School's professional learning plan.

3. **Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?**

Prior to school opening, NRCA will provide professional learning for all teachers that includes a

two-day **New Teacher Institute** followed by a ten-day **Pre-Opening of Schools Training** for all teachers, including new teachers. This time is set aside for intensive training that is designed to provide instructional personnel with the knowledge and skills necessary to deliver the School's unique curriculum, instructional methods, and school-wide initiatives. Training sessions include, but are not limited to, a review of the Schools mission, vision, and guiding principles; the School's Educational Plan and key components (as outlined in Section 3); the School's curriculum (as outlined in Section 4): the School's student assessment and progress monitoring program (as outlined in Section 5); school-wide expectations for student learning; school-wide policies, procedures and processes; professional duties and expectations for employees; parental engagement and parental rights; new statutes affecting educational practices and the education profession; safety guidelines, procedures, crisis management and training expectations as required by state statutes; software and computer-based programs being implemented at the School; implementation of core curriculum; lesson planning and standards-based instruction to ensure student mastery of grade level standards; high-yield instructional strategies for students performing at all levels; PLC protocols and schedules; positive discipline and school culture; collaborative planning; procedures for securing substitute teachers; and setting up of classrooms. This period of training and preparation for the opening of schools will also include team-building activities and opportunities for staff to get to know each other. Teachers and staff will be given all necessary employee manuals and the school handbooks that contain standard operating procedures and statutory requirements which will be reviewed thoroughly during the Pre-Opening of Schools Training to ensure clear understanding amongst all employees. During the 10-day Pre-Opening of Schools Training, six full days will be dedicated to conducting trainings/workshops and reviewing handbooks, and four days will be devoted to team building activities, collaborative planning, and classroom set-up. NRCA will develop a comprehensive two-day New Teacher Institute that will be required for all teachers new to the profession. The two-day training will take place at the School and occur prior to the Pre-Opening of Schools Training. The topics that will be covered include, but are not limited to, classroom routines and procedures for the first week of school; daily classroom management; supervision of students; professional and ethical conduct of the profession; relationship building with students, parents, and colleagues; the School's new teacher induction and mentorship program; certification and endorsement requirements; and other matters that are crucial to ensuring that new teachers experience a smooth and successful experience from the beginning of their employment.

4. **Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.**

Throughout the school year, professional development will be formally scheduled each month during teacher professional development workdays. The School will follow the district's calendar for teacher planning days. In addition to the two-day New Teacher Institute and the 10-day Pre-Opening of Schools Training, the principal will allocate time in the school's schedule for teachers to engage in weekly common planning and collaboration sessions. Additionally, professional learning and early release days delineated on the district's annual school calendar will provide staff with professional learning opportunities throughout the year. The number of hours that will be allocated to training sessions, workshops, and other forms of professional learning will depend on

the topic(s) being covered. The principal will also provide information and training for teachers during scheduled faculty meetings and grade level/department meetings. Additionally, the School will provide teachers with opportunities to participate in district-offered professional development and approved professional conferences. Throughout the year, the principal will monitor teacher effectiveness and student progress to determine need for further professional growth activities for individual teachers (i.e., coaching, modeling, online courses, webinars, educational resources, and materials) to address the deficiencies noted.

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.

NRCA intends to build a diverse student body. The recruitment efforts of the school are primarily focused on the diverse populations of the Parrish community, although all students in Manatee County are eligible to apply. In addition to announcements on the school website inviting applications, FORZA and the school will actively send out information about NRCA to Houses of Worship, community groups, daycare centers and other centers in the area in which parents who might not access websites would gather, coupled with canvassing door to door homes and businesses. Staff, parents, volunteers and even Board members will be involved in disseminating information about the school. While NRCA would not be able to ensure that parents of all at-risk students would receive information about the school, providing multiple sources of information in community sites would guarantee the largest exposure. The School will seek to be involved in the school district's choice programs and use the various means of involvement to inform parents of the new school option. NRCA will provide information to parents in the most spoken languages of the community. For example, the school is aware that the immediate geographic locus surrounding the area targeted for building has many Spanish speaking parents. Informational material will certainly be provided in Spanish in that area. Informational meetings and Open Houses will be planned throughout the community and be held in the evenings and on weekends in addition to daytime sessions to serve the needs of working parents.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

NRCA will be non-discriminatory in all of its enrollment processes. Everything in its application, informational materials or practices will solicit enrollment from any student who is interested. Since the School will be soliciting students from a wide geographic area and employing non-discriminatory practices, it is assumed that the School will enroll a population that is characteristic and representative of the racial/ethnic balance of the community. The School will be attentive to the demographics of its population and if it finds in the first year of operation that student enrollment does not adequately reflect the balance of the community, it will address marketing efforts and broaden them even more to include more sites for dissemination of information. The School is committed to having a diverse and inclusive student body reflective of its community.

(Per the Manatee County's website, as of August 10, 2022, Manatee County services 52,000 Students - 45.4% White; 35.2% Hispanic; 12.5% African American; 4.6% Multi-Racial; 2.4% Asian; and 0.1% Indian.)

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

NRCA shall enroll an eligible student who submits a timely application. Enrollment preferences are specified in Section 2 of this application and comply with s.1002.33(10)(d), F.S. If the number of applications exceeds the capacity of a program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process which will be implemented in accordance with s. 1002.33(10)(b), F.S. The school anticipates that there may be more applications for some grade levels than the School's capacity can accommodate. In this case, the School will clearly communicate its lottery process and implement it with fidelity. If a lottery is held, the date of the lottery will be published on the school website as well as distributed in mailings to parent applicants. Using a vetted computerized process (one such option is Random.com) students will be selected in a way that does not involve human intervention other than manually logging students (or student numbers) into the system. The lottery will be conducted for each grade level that is over subscribed. A waiting list of students will be established according to the randomized listing. The School anticipates opening an application window on January 1 prior to the next school year and will close on August 1, unless there are projected vacancies remaining in the School which at that time the Governing Board would approve an extension of the application window. If the number of applications received exceeds the openings in a given grade level, applications will be enrolled through a NRCA's proposed enrollment application is included as Attachment S.

Section 15: Parent and Community Involvement

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

NRCA believes that parental involvement assists the School in the implementation of its mission, vision, and guiding principles. The School will employ a variety of techniques to build active parent and community engagement in the life of the School. A Parent Teacher Organization (PTO) will be formed in order to assist the School in enhancing the programs and services offered to students. Parents will also be provided with information regarding membership in the PTO. NRCA believes that active parental involvement will enhance the quality of the educational program and keep the principal and Governing Board abreast of the needs, concerns and recommendations from the School's parents and other stakeholders. Extracurricular activities at the School will be made

possible by partnering with the PTO and other community organizations such as the Parrish Professionals, Parrish Civic Association, Parrish Playworks Theatre, and other community partners.

NCRA will provide parents with a comprehensive Student-Parent Handbook and maintain a comprehensive and up-to-date website providing parents with critical information about the School. Additionally, the School will use social media, email blasts, school newsletters, parent meetings, and other forms of communication to provide continual information to parents and community members. On the website, NRCA will post information related to opportunities for parent involvement and requirements for volunteering at the School that include screenings and background checks. The website will also invite parents to attend Board Meetings by posting meeting dates and minutes as required by law. NRCA will also give parents an opportunity to provide input via an annual Parent Survey which will be carefully analyzed by school leadership to address areas of concern through actionable steps. The School's website will provide the contact information for the Parent Liaison with whom parents can communicate should they have questions or concerns in accordance with charter school statute. The Governing Board will comply with Section 1002.33(9)(p)2, F.S., which states: "Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, a charter school employee, or an individual contracted to represent the governing board. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website. The Sponsor may not require governing board members to reside in the school district in which the charter school is located if the charter school complies with this subparagraph."

NRCA will abide by the provisions in House Bill 1557 – Parental Rights in Education, as well as the provisions in House Bill 1467 – Curriculum Transparency.

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

Manatee County has a wealth of community resources to draw upon to support the mission of the School. Since NRCA's educational plan emphasizes STEAM disciplines, various community organizations and locations from museums to parks, to beaches and businesses, can support the School in implementing its mission and vision. NRCA's commitment to involving students in real-life experiences within local organizations, businesses, and organizations as part of their educational plan ensures an ongoing and positive relationship within the community. NRCA anticipates partnership with the following Manatee County businesses or organizations: Tampa Zoo, Manatee County School Board STEM Fair, Odyssey of the Mind, Manatee Technical College, MOTE Marine, and others as lessons require. Both community non-profit organizations and political sectors in Manatee County have affirmed the value in student experience in "real

world" opportunities. Currently, NCRA's sister school, Parrish Charter Academy, has secured commitment from employers and organizations such as the Chamber of Commerce and Economic Development Boards, Parrish Professionals, The Parrish Civic Association, and the PARRISH Playworks Theatre, in concert with other Community Partners, to be available for student activities, instruction and tours. Manatee County also affords the school extensive opportunities to partner with organizations committed to the arts, sports, leisure, and health. The school will actively solicit ongoing relationships with those community agencies as integral pieces of the educational program.

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).

Evidence of community support for the school is found in Attachment T.

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents with 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 s. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

As stated above, in accordance with s. 1002.33, F.S., "each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, a charter school employee, or an individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website. The sponsor may not require governing board members to reside in the school district in which the charter school is located if the charter school complies with this subparagraph." When resolving parent disputes, NRCA will ensure that all provisions related to student welfare as specific in s. 1001.42(8)(c)1-6 are followed by the School. A summary of the specific requirements delineated in the law is provided below as it appears in the statute:

1. The School will notify "a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent. The procedures may not prohibit parents from accessing any of their student's education and health records created, maintained, or used by the school.
2. The School may not prohibit school "personnel from notifying a parent about his or her student's mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage or have the effect of encouraging a student to withhold from a parent such information. School personnel may not discourage or prohibit parental

notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being. This subparagraph does not prohibit the School from adopting procedures that permit school personnel to withhold such information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.

3. Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.
4. Student support services training developed or provided by the School district to school personnel must adhere to student services guidelines, standards, and frameworks established by the Department of Education.
5. At the beginning of the school year, the School must notify parents of each health care service offered at the School and the option to withhold consent or decline any specific service. Parental consent to a health care service does not waive the parent's right to access his or her student's educational or health records or to be notified about a change in his or her student's services or monitoring as provided by this paragraph.
6. Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the School must provide the questionnaire or health screening form to the parent and obtain the permission of the parent."

NRCA will comply with the following provisions stipulated in s.1002.20, F.S. related to K-12 student and parent rights: "Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school." As stated in the law, K-12 students and their parents are afforded numerous statutory rights including, but not limited to, providing input, consent, or receiving information related to, but not limited to: attendance, health issues, discipline, safety, educational choice, non-discrimination, students with disabilities, limited English proficient students, student records, student report cards, student progress reports, school accountability and school improvement rating reports, fiscal transparency, athletics, extracurricular activities, instructional materials, and other pertinent areas to their child's education. A critical provision in the law that the School will follow is stated in s. 1002.20(19)(b), F.S. – "The parent of each public school student has the right to receive effective communication from the school principal as to the manner in which instructional materials are used to implement the school's curricular objectives, in accordance with the provisions of s. 1006.28(4)(a)."

NRCA will abide by the Florida legislation related to parental rights as put forth in the Parent's Bill of Rights, Chapter 1014, which includes:

- 1014.01 Short title
- 1014.02 Legislative findings and definition
- 1014.03 Infringement of parental rights
- 1014.04 Parental rights
- 1014.05 School district notifications on parental rights
- 1014.06 Parental consent for health care services

III. BUSINESS PLAN

Section 16: Facilities

If the site is not yet acquired:

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

The North River Charter Academy (NRCA) Board of Directors, FORZA Education Management, Building Hope, and Alliance (a charter school developer) are currently searching for a suitable property that meets the size and layout requirements for the proposed K-8 charter school. The target area is the North Manatee County Market, bordered on the east by I75, the West by US 301, the south by Moccasin Wallow, and the North by the County Line. The "school property" shall be an aggregate of 60,000 square feet with the building capacity to serve 1000 students in Kindergarten through 8th grade. The facilities will meet all applicable requirements of the Florida Building Code. The school facilities will be located on ten (10) acres of land and will include the following:

- one synthetic turf soccer field
- parking spaces to code
- 1,591 linear feet of on-site stacking for parent pick-up and drop-off
- four bus positions for drop off and pick up.

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.

The NRCA Governing Board anticipates the costs stated below for this project which are included in the budget. These estimates have been derived based on industry standard rules based on the developers' experience completing 30+ charter school projects in 16 counties. Alliance and Consillium have recently completed the Oak Creek Charter School of Bonita Springs phase 2 and are in the process of completing PCA phase 3. They also previously completed PCA phase 1.

Land: 10 Acres	$1,000,000
Site Development Costs	$1,000,000
Building Costs: 60,000 SF	$12,000,000
Architects Engineers	$250,000
Legal & Financing	$500,000
Total Budget:	$14,750,000
Cost/ Student Station	$14,750

The anticipated lenders include Northern Trust Bank, City National Bank, Ocean Bank, Truist Bank, and Building Hope as evidenced in Attachment U. The anticipated monthly costs for the facilities for Years 1-5 are included in the proposed budgets located in Attachments X and Y.

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

The NRCA Governing Board, FORZA Education Management, Alliance, and Building Hope are in the process of acquiring land for a facility that will meet the school's needs. The team has contracted with several realtors in the area that are searching for a parcel of land to construct a new

building or a facility that can be retrofitted. The team's goal is to have a facility or land secured immediately upon the approval of the application or shortly thereafter. The School agrees to use facilities that comply with the Florida Building Code for educational facilities referenced above, or with applicable state building codes pursuant to Chapter 553, Florida Statutes, and state fire protection codes pursuant to Chapter 633, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

Tentative Schedule for Opening in August 2025

March 2023 – December 2023	Identify parcel of land or existing building. Negotiate the price and terms and complete due diligence.
December 2023	Complete architectural design; Submit conceptual site and building plans to Manatee County for review and approval. Permit to follow.
Upon approval of charter application and plans by the district and/or Manatee County	Construction or retrofitting begins.
May 2025	Certificate of Occupancy obtained (Occupancy Classification Group E in the Florida Building Code) Submission of Certificate of Occupancy to the Manatee County School Board.
August 2025	All inspections completed. School opens.

D. Describe the back-up facilities plan.

NRCA anticipates having its facilities and grounds fully functional on opening day of the School. It will devise a thorough, aggressive timeline from acquisition to planning to construction. However, the School will have back-up facilities plan if unforeseen circumstances delay the opening of the facility on the first day of school. Since charter school law allows for charter schools to be housed in churches or other buildings that meet all requirements for educational facilities, FORZA has located several back-up facilities in which to serve students until the building is completed. These potential facilities include local churches and the Ellenton Ice Arena. NRCA will be diligent in seeking an adequate educational facility and locking in a commitment to lease the facility on a short-term basis in the event that the school facilities are not ready for use in August 2025. If leasing space in another facility were to occur, the School would meet all legal responsibilities for ensuring health, safety, class size and sound educational practices within that facility. NRCA would work in collaboration with the sponsor with regards to any facility changes and would ensure that parents and the community were informed on all aspects of the moves. The School would also collaborate with the sponsor and parents when it came time to move into the permanent facility. The School would ensure that there would be no disruption to the instructional process should there be a need for movement from one school location to another. If the move resulted in a drop in student enrollment, NRCA would adjust its budget and expenditures accordingly. NRCA would ensure that any facility moves were made during the least disruptive times for students. This may be at a break time, end of a grading period, or at another appropriate time that would result in as little disruption as possible for students and teachers. If, due to

extenuating circumstances, NRCA is unable to complete the construction or retrofitting of a permanent school facility, or secure a back-up facility for the opening of school in August 2025, NRCA would then defer the opening of the school for up to three years as authorized by s. 1002.33((6)(b)c.5, F.S.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

In accordance with state statute, "transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45." NRCA will provide transportation through its own bus service and arrange for students outside of a walking area (2-mile radius from the school or for those who must travel through a hazardous walking condition pathway) to be picked up at targeted locations throughout the county. The School will follow all Florida Statutes related to the safe transportation of students and will ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school per s. 1002.33(20)(c). Initially, the School intends to purchase its own school buses, based on enrollment and the number of students needing transportation to and from school. All purchased vehicles will meet Federal Vehicle Safety Standards and the Florida School Board specifications as stated in F.S. 1006.25 and the Florida Administrative Code. Buses will be subject to inspection every 30 days of operation by a Florida Department of Education certified inspector. NRCA will contract with a vendor to provide those ongoing inspections and routine maintenance or repair. However, if the School is unable to secure buses for its own fleet, then the School would contract with an organization such as A & S Transportation. However, if an outside vendor such as A & S is contracted, said company would be responsible for the monthly inspections and driver training.

NRCA will hire and maintain bus drivers that meet the required minimal standards listed below:

- Have five years of licensed driving experience.
- Hold a valid commercial driver's license (Class A or B) with a passenger and school bus endorsement.
- Successfully complete forty hours of pre-service training
- Pass all background and screening investigations
- Submit letters of recommendation
- Demonstrate and maintain a clean and safe driving record.

The School will contract with the school district to conduct all background checks and will hire only drivers that meet Florida's educational employee hiring standards. Initial and ongoing training of bus drivers will be provided through contracting with the school district to ensure that all professional development is in concert with appropriate Department of Education and Department of Transportation guidelines. The School will maintain records of all training. As required by state statute, "Each school bus driver must be of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the

Commissioner of Education, including those qualifications described in 49 C.F.R. s. 391, relating to physical qualifications and examinations, and 49 C.F.R. part 40 and part 382, relating to controlled substance and alcohol use and testing, and he or she must hold a valid commercial driver's license with a passenger endorsement."

The School will provide transportation safe riding instruction to all students. In addition, time emergency evacuation drills for all transported students will be conducted and the School will maintain records of all the drills and trainings. Student safety is of the utmost importance while transporting students. Drivers, and others involved, will be vigilant to insist upon appropriate behavior on buses, at bus stops, and upon arrival at school Each school bus driver has the authority and responsibility to control students during the time students are on the school bus pursuant to s. 1006.10. Parents and students will be made aware of transportation rules and consequences (based on the Code of Conduct) through the Parent/Student Handbook and other printed materials as well as on the School's website.

The School will always provide supervision of students in the bus loading areas of the School when students are present. The facility design will incorporate separate areas for bus, car and walking student arrivals and departures from School. The transportation services provided by the School will be in concert with any meal service offered by NRCA prior to the start of the day so that all students may take advantage of breakfast service if they desire. Students on the bus will be adequately supervised and never left alone. Emergency protocols will be developed for use in the event of traffic accidents or delayed arrivals/departures of buses. Staff appointed to positions serving the transportation needs of students will be managed and evaluated by the principal. The School recognizes the transportation program and staff as critical components to the success of students. The bus driver is the first person encountered by a student in the morning and it is essential that the initial exposure to the school day be positive and encouraging. The staff will receive training on the supportive aspects of their roles as well as the technical components. All transportation staff will be viewed as part of the educational team. Any student that attends after school tutoring may enroll in the After School program.

Section 18: Food Service

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

North River Charter Academy is committed to providing an excellent food service program for the students by participating in the National School Lunch Program and providing an organized meal service that meets all local health, state, and federal regulations. The program will be maintained onsite in an area that is clean, healthy, and inviting so that students may experience mealtimes as extensions of their learning environments. The School plans to extend its contract with SLA Management to provide meal services to students, including its afterschool snack program. SLA Management is the current provider of food services at all other FORZA managed school sites, including NRCA in Manatee County. Should a competitive Request for Proposal (RFP) be needed at the time of opening, the Governing Board will use a formal process to review the responses to the RFP that includes, but is not limited to the following:

- Public announcement of the RFP issuance to vendors in Manatee and surrounding counties.

- Pre-bid meeting with potential bidders to clarify the needs of the school.
- Reception of bids until a specifically designated time and date.
- The Governing Board witnessed review of the proposals using a standard evaluation tool for each of the proposals.
- Selection of the vendor by the Board will be based upon their ability to deliver the program as specified including reasonable costs, its experience working in school environments and the demonstration of ensuring safety in all aspects of food preparation and effectively interacting with students.
- Award of a contract to the successful bidder.
- Response to any challenge of the decision.
- Maintenance of all records related to the bid process.

If requested by the school district, the School will involve district personnel in the RFP process to ensure adequate transparency and equality in the system used to award a contract. NRCA will apply to participate in the National School Lunch and School Breakfast Programs. During the time that the application is under review, the School will operate using a partnership agreement with NRCA. The School will offer nutritious meals in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point-of-sale accountability system. The responsibilities of the School in meeting standards of the National School Lunch and Breakfast programs will be with the school's National School Lunch Coordinator and monitored by the Principal and/or Assistant Principal. The School will:

- Provide meals at free or reduced prices to eligible students (based upon federal family income standards).
- Provide a lunchroom that meets state nutritional and sanitation standards.
- Have two satisfactory health inspections conducted on a yearly basis by the State Department, as required, to maintain a Permit for food Service.
- Relate directly with the Department of Agriculture and consumer Services (DACS) for information and requirements of sponsorship of the National School Lunch Program.
- Process all necessary applications and reports.
- Adhere to program operation and record keeping requirements.
- Maintain and correctly use the Child Nutrition Program system.

The staff providing food services within the School will be considered vital team members in the educational program for students. The School recognizes that students who are hungry cannot learn, and a nutritious meal can make a difference in student achievement on any given day. NRCA will establish policies and train staff to maintain the lunchroom setting an extension of the learning environment for students. The School intends to offer early morning meals as well as lunch and will carefully monitor students who appear not to have adequate nutritional resources at home.

North River Charter Academy will implement a confidential procedure for processing Free and Reduced Lunch Applications. The School will disseminate applications to all students upon enrollment in the School. The School will use eligibility guidelines published by Food and Nutrition Service of the USDA in the Federal Register and enter determinations into the required database. The parents of eligible students will be notified in a manner which maintains confidentiality. Students will receive meals based upon their eligibility with no differentiation from other students. The School will submit claims for reimbursement within 30 days of the following

month for each approved month of the school year. NRCA will maintain data on all aspects of the Food Services Program in the School to constantly improve the service. Feedback from parents, students, food service workers and teachers will be solicited frequently to ensure that all the requirements are being met. The School will work with FORZA to consistently evaluate the service provided by any vendor awarded a contract to supply meals and support. The contract will be reviewed every three years for continuation into the next contract period.

Section 19: School Safety and Security

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

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

In accordance with s. 1006.12, F.S., NRCA will have a **safe-school officer** on campus during the school day at all times for the protection and safety of school personnel, property, students, and visitors. A district school board must collaborate with charter school governing boards to facilitate charter school access to all safe-school officer options available under this section. Per s.1006.12(1)(a), F.S., "school resource officers shall undergo criminal background checks, drug testing, and a psychological evaluation and be certified law enforcement officers, as defined in s. 943.10(1), who are employed by a law enforcement agency as defined in s. 943.10(4). The powers and duties of a law enforcement officer shall continue throughout the employee's tenure as a school resource officer. Per s. 1006.12(c), F.S., school resource officers must complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training shall improve officers' knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety."

School Safety Officer
Per s.1006.12(2)(a), F.S., "school safety officers shall undergo criminal background checks, drug testing, and a psychological evaluation and be law enforcement officers, as defined in s. 943.10(1), certified under chapter 943 and employed by either a law enforcement agency or by the district school board. If the officer is employed by the district school board, the district school board is the employing agency for purposes of chapter 943, and must comply with that chapter." NRCA's school safety officer will have all powers and obligations afforded under s. 1006.12(2), F.S. and shall also undergo mental health crisis intervention training.

School Guardian
Per s.1006.12(3), F.S., the School may participate in the Chris Hixon, Coach Aaron Feis, and Coach Scott Biegel Guardian Coach Aaron Feis Guardian program. The following individuals may serve as a school guardian upon satisfactory completion of all of the following specific requirements set forth in s. 30.15(1)(k), F.S. and certification by a sheriff:

(a) A school district employee or personnel, as defined under s. 1012.01, or a charter school

employee, as provided under s. 1002.33(12)(a), who volunteers to serve as a school guardian in addition to his or her official job duties; or

(b) An employee of a school district or a charter school who is hired for the specific purpose of serving as a school guardian.

School Security Guard

Per s.1006.12(4)(a-c), F.S., the School may contract with a security agency to employ as a school security guard an individual who holds a Class "D" and Class "G" license pursuant to chapter 493, provided the following specific training and contractual conditions are met as stated in the law:

"(a) An individual who serves as a school security guard, for purposes of satisfying the requirements of this section, must:

1. Demonstrate completion of 144 hours of required training pursuant to s. 30.15(1)(k)2.
2. Pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement and submit the results of the evaluation to the sheriff's office, school district, or charter school governing board, as applicable. The Department of Law Enforcement is authorized to provide the sheriff's office, school district, or charter school governing board with mental health and substance abuse data for compliance with this paragraph.
3. Submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of s. 112.0455 and the sheriff's office, school district, or charter school governing board, as applicable.
4. Successfully complete ongoing training, weapon inspection, and firearm qualification on at least an annual basis and provide documentation to the sheriff's office, school district, or charter school governing board, as applicable.

(b) The contract between a security agency and a school district or a charter school governing board regarding requirements applicable to school security guards serving in the capacity of a safe-school officer for purposes of satisfying the requirements of this section shall define the entity or entities responsible for training and the responsibilities for maintaining records relating to training, inspection, and firearm qualification.

(c) School security guards serving in the capacity of a safe-school officer pursuant to this subsection are in support of school-sanctioned activities for purposes of s. 790.115, and must aid in the prevention or abatement of active assailant incidents on school premises."

The primary duty of the safety school officer is to abate an active assailant situation on the campus. Safe school officers are to be visible within the school, build working relationships with the School's staff as well as with students, parents, and community groups. The School will establish a policy for the use of safe school officers outside of regular school hours, including during and after school, summer school, during extracurricular activities, and for school-sponsored events, as applicable. The School will also report to the Office of Safe Schools and the District when any safe school officer is disciplined for misconduct, dismissed, discharges a firearm, or is alleged to have committed misconduct which results in reassignment or being placed on administrative leave. Per Rule 6A-1.0018((23)(c), charter schools and their governing boards are responsible for meeting the safety requirements set forth in this rule. All safety requirements as set forth in subsections (6)-(17), (20) and (22) apply to charter schools, with any changes to the requirements set forth below:

1. Safe-school officer.

a. District school safety specialists are responsible for ensuring that all charter school facilities in their district have at least one (1) safe-school officer assigned and present on campus while school is in session.

b. Each charter school is authorized to establish its own policy on when a safe-school officer must be assigned to a school facility for extracurricular activities and for school-sponsored events or adopt the district's policy.

c. District school safety specialists must keep accurate records of the number and type of safe-school officers assigned to each charter school in the district.

d. Districts and charter school governing boards must work together to determine the type of safe-school officer under Section 1006.12, F.S., that will be assigned to each charter school. Any of the safe-school officer types permitted under Section 1006.12(1)-(4), F.S., may be assigned to a charter school.

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.

NRCA will comply with all school safety requirements set forth in Rule 6A-1.0018 and other applicable provisions of Florida law. In accordance with s. 1006.07(6), F.S., NRCA's Governing Board will adopt an active assailant response plan. NRCA will align school safety and security plans with state and district regulations. In accordance with Rule 6A-1.0018(16), the active assailant response plan will include strategies and expectations for responding to an active assailant situation using the following three (3) strategies: evading or evacuating, taking cover, or hiding, and responding to or fighting back. The plan will clearly designate individuals to carry out specified procedures in the event of a crisis. Prior to the first day of school for the first year and by October 1st of each year thereafter, the principal shall certify that all school personnel have received annual training on the procedures contained in the School's active assailant response plan and documented in the FSSAT. The Governing Board will also adopt a Family Reunification Plan to reunite students with their families in the event the School is unexpectedly closed or evacuated due a natural or manmade disaster. The School will provide necessary training and resources to students and staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; family reunification; and school safety and security.

The School will conduct all required drills as required by law, including active assailant drills that will be conducted in accordance with developmentally appropriate and age-appropriate procedures at least as often as other emergency drills. Per Rule 6A-1.0018 (15)(B)1, F.S., all drills will be conducted in consultation with the appropriate public safety agencies. Fire drills shall be conducted in accordance with the Florida Fire Prevention Code. The School will also complete six emergency drills every school year that are nonconcurrent with fire drills. The frequency and timing of such drills will comply with Rule 6A-1.0018(15)(b). The School's administration will complete an after-action report for each drill which will be provided to the District's School Safety Specialist.

In accordance with Rule 6A-1.0019(18), students in grades six and above will be issued student identification cards that include numbers for national or statewide crisis and suicide prevention hotlines and text lines. The School will also adopt a bullying and harassment prevention policy that aligns with FDOE's model policy. The School will adopt zero-tolerance policies that clearly define offenses that require consultation and law enforcement, as required under Rule 6A-

1.0018(12).

The School will develop the NRCA Safety and Emergency Management Handbook that will include, but not be limited to, the School's active assailant response plan, staff and student safety policies and procedures, procedures for campus visitors, procedures for emergency drills that include fire drills, lockdown drills, tornado drills, and any other drills required by the District. The handbook will be reviewed with all staff members prior to the opening of school. In addition to delineating the School's policies and procedures related to ensuring the safety of students, staff, and visitors, the handbook will stipulate all policies and procedures regarding the security of the facility and property.

The School will complete a Florida Safe Schools Assessment Tool (FSSAT) and develop a security plan for the School that includes school safety and security for students, staff, the facility, and property. Options to consider include emergency equipment, training and exercise, intelligence and information sharing, and communication and notification procedures. The School will cooperate in having public safety agencies tour the campus every three (3) years. The School will require all employees to wear a badge and all visitors will be required to check in at the office before entering the school campus. Pursuant s. 1006.07(4)(b)1-5, parents of charter school students have a right to timely notification of threats, unlawful acts, and significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities.

In accordance with Rule 6A-1.0018(8), the School "shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such a system, known as "Alyssa's Alert," will integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations." NRCA will also promote the use of FortifyFL. FortifyFL will be advertised on the School's website, installed on all mobile devices issued to students, and bookmarked on all computer devices issued to students. The School will comply with all other school safety requirements set forth in Rule 6A-1.0018 and Florida Statutes.

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

NRCA will adhere to s. 1006.07(7), F.S., which stipulates that a school shall establish a threat assessment team "whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. Such policies must include procedures for referrals to mental health services, when appropriate, and procedures for behavioral threat assessments in compliance with the instrument developed pursuant to s. 1001.212(12)." The School will ensure that information is shared with the School District, local law enforcement, and community agencies, as necessary, when there is a risk of harm to a student, staff person or school site.

NRCA's threat assessment team will be composed of persons with expertise in counseling, instruction, school administration, and law enforcement. The counseling team member must be a school-based mental health services provider that is able to access student mental health records.

The law enforcement team member must be a sworn law enforcement officer, as defined by section 943.10(1), F.S., including a School Resource Office, school-safety officer, or other active law enforcement officer. All threat assessment team members will timely complete the training required under Rule 6A-1.0018(10), Fla. Admin. Code. All threat assessment team members must be trained on the CSTAG model and must complete the training before the start of the school year. Those appointed to threat assessment teams after the start of the school year must complete CSTAG training within ninety (90) days of appointment. Each school-based threat assessment team must meet as often as needed to fulfill its duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly.

As further stipulate in state statute, "The threat assessment teams shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self. Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat assessment team shall immediately report its determination to the district and will notify law enforcement if the individual poses an immediate threat to himself or herself or others. The principal shall immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection shall preclude the School's personnel from acting immediately to address an imminent threat. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources."

The threat assessment team will follow Office of Safe School's model policies for determining the legitimacy and severity of a threat and make referrals to licensed mental health professionals or law enforcement. In accordance with s. 1006.07(7), F.S., the threat assessment team is required to consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, which would pose a threat to school safety. If in the process of assessing risk of harm, the threat assessment team determines there is an imminent threat, or the potential for harm to self or others, a contracted licensed mental health professional or law enforcement officer will be called in to consult and make an official determination. If the licensed mental health professional or law enforcement officer determines the necessity of an immediate psychological evaluation, a Baker Act will be initiated, but only after making a reasonable attempt to notify the parent of the student as required under s. 1002.33(9)(q), F.S., and verification that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated, unless otherwise excused by law. The threat assessment team will provide ongoing monitoring of all students that have been found to pose a threat to himself or herself or others.

NRCA will comply with youth mental health awareness training requirements for school personnel as specified in s. 1012.584, F.S.

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.

In accordance with s. 1006.07(9), F.S., and Rule 6A-1.0017, the School shall "ensure the accurate and timely reporting of incidents related to school safety and discipline." NRCA's principal will be responsible for the School's environmental safety incident reporting (SESIR) and will undergo

the training required under Rule 6A-1.0017(10). If the principal determines that any offense must be reported in SESIR in accordance with the requirements of the rule, the offense will be reported to the Florida Department of Education using the online portal. In accordance with s. 1002.33(9)(r), F.S., parents of charter school students have a right to access school safety and discipline incidents reported through SESIR.

In accordance with s. 943.082(1), F.S., NRCA will utilize a suspicious activity reporting tool that allows students and the community to relay information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials. As recommended by students of Marjory Stoneman Douglas High School, the program shall be named "FortifyFL." Per s. 943.082(4)(b), F.S., NRCA shall promote the use of the mobile suspicious activity reporting tool by advertising it on the School's website, in newsletters, on school campuses, and in school publications, and other feasible methods.

Section 20: Budget

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

A complete five-year budget as well as a budget summary can be found in Appendix X. The Florida Charter School Revenue Estimator for year one is included as Appendix W, as well as the 5-year revenue estimator provided by the Charter Support Unit as part of the comprehensive Budget Tool.

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.**

Attachment Y provides a reasonable projection for the NRCA start-up budget. NRCA has secured a loan commitment from Building Hope for up to $500,000 and a donation gift of $250,000 from FORZA. See Attachment Z. Please note that the School does not use this entire amount in the planning budget. Instead, NRCA has assumed using only $250,000 during the planning year, and $400,000 during the first year. An additional $100,000 will remain available as an additional contingency should it become necessary to support the start-up operations of the School. The primary expenses during the planning year are hiring the principal and office manager. NRCA anticipates that the principal will work approximately nine months before the opening of the School and the office manager will be hired approximately seven months before opening to assist with enrollment. The startup loan that NRCA will obtain is calculated at six percent (6%) interest and is interest only until the third year of operation. The total payments included in the budget are summarized below:

	Plan Year	Year 1	Year 2	Year 3	Year 4	Year 5
Borrowing Amount	$250,000	$400,000	-	-	-	-
Principal Payments	-	-	-	$204,171	$216,422	$229,407
Interest Payments	$15,000	$39,000	$39,000	$243,171	$243,171	$243,171

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

While NRCA believes the School will be successful in securing grants and raising funds from outside donors, NRCA has not included this in the proposed budget. Other than the initial start-up loan indicated above, the only revenue included in the budget is the FEFP calculation (based on the 2023-2024 school year Conference Committee revenue estimate), capital outlay (starting in year three), and the Manatee County Referendum funds which are estimated at $797 per student for the first year, and an estimate of $750 per student for each year thereafter. In addition, a small amount has been included from the School's before and after school care program, which is based on historical information from the other schools operated by FORZA Education Management.

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

The budget was developed using the Charter Support Unit's Budget Template Tool. This allows NRCA to make reasonable assumptions based on enrollment and has guided the development of the comprehensive budget including Attachment X.

Revenue

In order to budget conservatively, NRCA has assumed that not all of the student seats will be full. So even though NRCA fully anticipates effective outreach efforts to meet student enrollment projections of 488 students during the first year, the budget is based on only 476 students, as NRCA is assuming that only 98% of student seats will be full. This 98% measure is used in all five years of the budget to add a cushion to the numbers we present. Below is a table of the School's estimated revenue sources, followed by a description of the assumptions that were used to develop these revenue estimates.

	Year 1	Year 2	Year 3	Year 4	Year 5
Unweighted FTE	476.00	600.00	742.00	1,110.00	1,278.00
Weighted FTE	521.32	648.42	795.70	1,177.16	1,348.79

Assumed FEFP Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Assumed Categorical Increase	3.20%	3.20%	3.20%	3.20%	3.20%

Assumed ESE Guarantee Increase	0%	0%	0%	0%	0%

Per Student Base Allocation	$5,213.62	$5,288.57	$5,364.59	$5,441.71	$5,519.94

Base Funding	$2,717,963	$3,429,212	$4,268,584	$6,405,783	$7,445,267
ESE Guarantee	$64,158	$78,531	$93,792	$137,553	$154,194
Other Categorical FEFP	$1,229,604	$1,572,280	$1,931,061	$2,923,651	$3,370,579

Total Calculated FEFP	$4,011,725	$5,080,023	$6,293,437	$9,466,987	$10,970,040
Per Student Average FEFP Total	$8,428	$8,467	$8,482	$8,529	$8,584

To estimate FEFP revenue, NRCA started with the 2023-2024 calculation and added small annual percentage increases which are based on the average increases given over the last five years based on historical FEFP data.

NRCA has also included the Manatee County Referendum Funds based on the following calculations:

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Enrollment	476	600	742	1110	1278
Per Student Amount	$797	$750	$750	$750	$750
Total Referendum Funds	**$388,936**	**$462,000**	**$571,500**	**$853,500**	**$982,500**

In addition, NRCA is using the capital outlay calculations based on the 2022-2023 school year laws and numbers but are aware of recent statutory changes that will impact the capital outlay funding in the future. NRCA assumes that the School will be eligible for capital outlay starting in year three.

Revenue is also listed on the budget for the lunch program; however, the revenue and expenses are near break-even and a description is provided below.

NRCA fully expects that the School will be able to obtain the Federal CSP grant, and other grants available to schools. However, NRCA has not included any of these within this budget. In the event that NRCA should obtain these funds, the funds would be used to accelerate purchasing earlier and to provide supplemental programs that are not anticipated within the initial plan.

Expenses

Most of the expenses in NRCA's budget are based on the number of students enrolled. Therefore, while it is assumed that the student enrollment projections are reasonable if fluctuations are

experienced, the budget can be adjusted accordingly to match actual enrollment. The most sizable portion of NRCA's budget is devoted to salaries, benefits, and expenses related to staff. The School is dedicated to having the highest quality staff possible. The table below highlights the School's staffing projections.

Position	Initial Rate	Plng Year	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	$90,000	0.8	1.0	1.0	1.0	1.0	1.0
Assistant Principal	$60,000	0.1	1.0	1.0	1.0	1.0	1.0
Business Manager	$21.63/Hr.	0.5	1.0	1.0	1.0	1.0	1.0
Registrar	$17.31/Hr.		2.0	2.0	3.0	3.0	3.0
Classroom Teachers	$55,000		26.0	32.0	34.0	43.0	44.0
MS/HS Teachers - Full Time	$55,000				6.0	16.4	24.6
Physical Education Teacher(s)	$55,000		2.0	2.6	2.8	3.4	3.4
Art Teacher(s)	$55,000		0.6	0.8	0.8	1.0	1.2
World Language Teacher(s)	$55,000		0.6	0.8	0.8	1.0	1.2
ESE Teacher(s)	$55,000		2.0	2.4	2.6	3.8	4.2
Gifted Teacher(s)	$55,000					0.6	0.6
Lunch Staff	$26.32/Hr.		1.0	1.0	1.0	1.0	1.0
Bus Drivers	$25.00/Hr.		2.0	3.0	3.0	5.0	5.0
Maintenance 1	$21.63/Hr.		1.5	3.0	3.0	5.0	6.0
Security 1	$30.56/Hr.		1.0	1.0	1.0	1.0	1.0
BAC Director	$16.00/Hr.		1.0	1.0	1.0	1.0	1.0
BAC Staff	$15.00/Hr.		2.0	3.0	4.0	4.0	4.0

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

	Plng Year	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Salary Amounts	$95,000	$2,188,447	$2,730,258	$3,276,208	$4,686,627	$5,361,595
Benefits Amounts	$4,381	$150,476	$201,946	$261,278	$405,386	$501,586
Other Employer Costs	$9,442	$212,826	$264,854	$316,863	$452,050	$516,778
Total Employee Costs	$108,823	$2,551,750	$3,197,058	$3,854,350	$5,544,063	$6,379,959
Total Budgeted Expenses	$150,883	$4,944,480	$5,830,371	$7,354,934	$10,654,636	$12,261,833
Percentage of Employee Costs	72.1%	51.6%	54.8%	52.4%	52.0%	52.0%

The benefits amount calculated in the above table includes the School contributing $460 per month for insurance benefits per employee, with a 10-percent annual increase. Based on the historical experience of the other schools operated by FORZA, NRCA assumes that 60 percent of its staff members will elect insurance benefits. In addition, NRCA has set aside five percent (5%) of salaries for 25% of the employees for an employer match to retirement plans. The Employer Costs include things like FICA, Unemployment, Worker's Comp, and other costs related to operating payroll.

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

- **Instructional- Rentals (5100-360) - $58,297 -** As described in this application, NRCA intends to use several online services to be able to assist teachers in meeting the needs of all students, as such NRCA has set aside $38,750 per year for software subscriptions. In addition, NRCA intends to lease its furniture for $19,547 for the first year of operation.
- **Instructional- Supplies (5100-510) -** $38,080 - NRCA has estimated $80 per student during the first year of operation, and $45.00 in the second year, with a 2% annual increase thereafter for educational classroom supplies.
- **Instructional- Textbooks (5100-520) - $169,390 -** NRCA anticipates purchasing four textbooks per student, and based on current research, NRCA has found that the average of the programs the School is reviewing will be around $60 per book (or a total of $240 per student). In addition, NRCA has set aside an additional $16 per student for consumable materials.
- **Instructional - Computer Hardware (Non-Capitalized) (5100-644) - $14,867 -** NRCA intends to purchase one Chromebook for every three students and is assuming that each machine will last approximately four years before needing to be replaced. In addition, NRCA has included a higher price for purchasing more capable PCs for each staff member. The amount indicated on this line is for the teacher computers, assuming $460 per computer x 32 computers.
- **ESE Services - Professional and Technical Services (5200-310) -** $19,440 - NRCA intends to contract with outside therapists and service providers to meet the needs of some of its more low-incident disabilities, such as speech and language, occupational and physical therapies. As such, the School has assumed that such service will cost approximately $60 per hour and has assumed 9 hours per week for the first year of operation increasing by a two percent (2%) annual cost escalator plus the number of hours rising proportionately with increased enrollment.
- **Professional Development - Professional and Technical Services (6400) - $12,324 –** Altogether, the School anticipates spending a little over $12,000 during the first year on professional development services which will include conducting onsite PD for staff and having the ability for staff members to attend offsite trainings as well. FORZA also provides additional PD for no extra cost.
- **Ed Tech - Professional and Technical Services (6500-310) - $25,026 -** NRCA will contract with an outside service provider to provide IT services to the School to ensure that

networks and computers are operating as expected. The costs are based on the amounts Forza has paid for this service at other schools where it operates.

- **Ed Tech - Computer Hardware (Non-Capitalized) (6500-644) - $120,345 -** This budget line item comprises the student computers ($255 per computer x 163 computers) as well as the instructional technology to be used in the classroom ($3,000 per classroom x 26 classes). As the School adds additional classrooms and students, additional purchases will be made each year to accommodate the new classrooms and students, as well as to replace worn-out machines.
- **Board - Professional and Technical Services (7100-310) - $7,500 -** The Board anticipates retaining an attorney to represent the School and provide any necessary legal guidance. While it is hoped that spending these funds will not be necessary, NRCA has allocated them just in case.
- **Board & Facility - Insurance and Bond Premiums (7100-320 / 7900-320) - $39,780 -** As described in the next section of this application, the School intends to comply with best practices and with charter contract obligations to secure adequate insurance. As such, NRCA has set aside $45 per student for general liability and professional insurance, as well as $0.85 per square foot for renters' insurance on the property.
- **District - Dues, and Fees (7200-730) - $101,117 -** NRCA has anticipated a total of five percent (5%) of annual fees on the first 250 students to be used for the administrative fee withheld by the school district. While NRCA fully intends to be a high-performing school during the first five years, and administrative fees will drop by 2%, NRCA has not included that drop in this budget projection.
- **Administrative- Professional and Technical Services (7300-310) - $604,508 -** As described elsewhere in this application, the School intends to hire ae educational service provider (ESP) to assist with the general operations and to ensure the School is following all requirements of its charter and to operate more efficiently. As such, NRCA has set aside twelve percent (12%) of the total revenue to be used as a management fee.
- **Administrative- Rentals (7300-360) - $15,140 -** NRCA has set aside money for the lease of a copy machine as well as the subscription to administrative software for operating the School here. NRCA has assumed $25 per student for office equipment and $60 per staff member for software.
- **Administrative- Supplies (7300-510) - $10,472 -** NRCA has set aside $20 per student to be used for administrative and office supplies to be used at the School.
- **Administrative- Furniture, Fixtures (Non-Capitalized) (7300-642) - $5,000 -** NRCA has set aside $5,000 for furniture needs within the School's offices.
- **Administrative - Computer Hardware (Non-Capitalized) (7300-644) - $10,827 -** NRCA has set aside funds for the purchase of computers and office equipment to be used by the School's administration and office staff.
- **Facility Acquisition - Rentals (7400-360) - $622,688 -** Based upon NRCA's current negotiations for the building for the School, NRCA has set aside $1,276 per student for the cost of the facility lease.
- **Fiscal Services - Professional and Technical Services (7500-310) - $55,600 -** The School will use the services of a back-office account service provider to allow it to operate more efficiently and ensure proper compliance with all accounting standards. This equates to approximately $100 per student.

- **Lunch Program - Food (7600-570) - $149,409 -** The School intends to participate in the school lunch program, as described previously in this application. Overall, the School anticipates the lunch program to come close to breaking even between costs and revenue. NRCA is estimating that about 40% of its students will qualify for free or reduced lunch and that it will charge other students a reasonable fee to cover the costs associated with lunches. NRCA has also included supplies and furniture required to conduct the program. Overall, the costs are summarized as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Revenue	$176,040.00	$219,999.60	$272,138.40	$408,225.60	$469,864.80
Staff Costs	$11,070.67	$11,286.43	$11,502.19	$11,726.09	$11,954.07
Equipment and Supplies	$20,934.00	$10,510.00	$12,398.20	$22,220.60	$17,943.22
Food Costs	$149,409.00	$188,640.00	$233,523.00	$350,118.00	$403,146.00
Net Cost to School	-$5,373.67	$9,563.17	$14,715.01	$24,160.90	$36,821.52

- **Transportation - Buses (7800-651) - $24,722 -** The School intends to purchase buses, the costs associated with this budget line item represent the payments to purchase buses based on the School's plan. NRCA has also included fuel, staffing for driving the buses, and additional funds for repairs and inspection.
- **Transportation - Other Purchased Services (7800-390) - $6,000 -** The cost for monthly inspections of the bus to comply with state statute.
- **Facility - Communications (7900-370) - $12,000 -** NRCA has set aside $1,000 per month for telephone and internet communication services at the School.
- **Facility - Public Utilities (7900-380) - $7,616 –** NRCA is assuming $16 per student for the cost of public utilities such as water and sewer services to the School.
- **Facility - Other Purchased Services (7900-390) - $38,820 -** In addition to on-staff cleaning services, the School intends to work with a contracted cleaning service to provide regular daily cleaning, this is estimated at $1.19 per square foot with a one percent (1%) annual escalator. In addition, NRCA has set aside additional funds to contract with other service providers for things like inspections and maintenance of the facilities.
- **Facility - Electricity (7900-430) - $22,680 -** NRCA has estimated $1.05 per square foot for electricity costs, with an assumed two percent (2%) annual escalator.
- **Facility - Supplies (7900-510) - $11,900 –** NRCA has set aside $25.00 per student to be used for facilities and maintenance supplies.
- **Debt Service - Interest Payment / Debt Service (9200-720) - $39,000 -** As described earlier in this section, NRCA intends to take out a loan to assist with the startup costs associated with running the School and has budgeted for interest and principal payments as described in part B of this section.
- **Reserve - Reserve Funds - $100,293 -** NRCAs realizes additional expenses may arise that have not been planned for and that it is best practice to set money aside as a reserve fund. Therefore, NRCA has set aside two and a half percent (2.5%) during the first year, and three percent (3%) of the total FEFP funding each year to be used for unexpected expenses or reserve fund costs. These funds are treated as an expense, and not added to the annual

carryover funds. However, in the event the funds are not spent, they will be added to cash on hand for future years.

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

The School has several options should anticipated revenues not be received or are lower than anticipated. Given that most of the costs that are in the budget are based on a per-student basis, changing the enrollment will automatically adjust the rates for spending proportionately for many of the budget assumptions. The Board will regularly review the enrollment targets and budget versus actual reports to measure the progress the School is making on meeting its financial goals, and if enrollment or revenues are less than expected, it will immediately address the concern to adjust the budget, as necessary.

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

75 Percent Budget Changes	50 Percent Budget Changes
• Anticipated enrollment of 354 students during the first year, and 978 during the final year. • All changes in the CSU template are based on per-student calculations. • Postpone hiring Assistant Principal until year 3. • Reduce office staff to just one registrar during years 1 and 2 and only 2 during year 3.	• Anticipated enrollment of 246 students during the first year, and 640 during the final year. • All changes in the CSU template are based on per-student calculations. • Postpone hiring Assistant Principal until year 4. • Reduce office staff to just one registrar during years 1-3 and 2 during years 4-5. • Reduce maintenance staff by half. • Reduce textbooks to 3 books per student until year 4. • Reduce annual staff raises to 1% • Reduce reserve fund set aside to 1% during years 1 and 2, and 2% during year 3. • Restructure the loan during year one by reducing the amount being borrowed during year 1 by $50,000 and instead borrowing that during year 2. • Reduce administrative fees to 10% in years one and two.

The overall results of these changes would result in the following budget scenarios.

If a revenue shortfall occurs, the principal will work with FORZA, the back-office service provider, and Governing Board to make decisions around which types of adjustments are most appropriate given the situation and adjust the budget and spending accordingly.

	Plan Year	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Budget as Described Above						
Total Enrollment		476 (of 488)	600 (of 616)	742 (of 762)	1110 (of 1138)	1278 (of 1310)
Estimated Income	$250,000	$5,021,701	$5,858,474	$7,935,119	$11,887,881	$13,755,076
Estimated Expenses	$150,883	$4,944,480	$5,830,371	$7,354,934	$10,654,636	$12,261,833
Net Revenue	$99,117	$77,221	$28,104	$580,185	$1,233,245	$1,493,244
Cash Balance	$99,117	$176,338	$204,442	$784,627	$2,017,872	$3,511,116
Contingency Budget at 75% Anticipated Enrollment						
Total Enrollment		354	456	562	854	978
Estimated Income	$250,000	$3,871,780	$4,472,262	$6,026,568	$9,169,009	$10,569,839
Estimated Expenses	$144,587	$3,789,271	$4,452,711	$5,775,998	$8,391,671	$9,567,887
Net Revenue	$105,414	$82,509	$19,550	$250,569	$777,338	$1,001,952
Cash Balance	$105,414	$187,922	$207,472	$458,042	$1,235,380	$2,237,332
Contingency Budget at 50% Anticipated Enrollment						
Total Enrollment		246	308	370	556	640
Estimated Income	$250,000	$2,741,938	$3,098,573	$4,014,353	$5,973,117	$6,953,763
Estimated Expenses	$144,587	$2,683,231	$3,088,941	$3,932,580	$5,644,614	$6,482,770
Net Revenue	$105,414	$58,708	$9,631	$81,773	$328,502	$470,993
Cash Balance	$105,414	$164,121	$173,752	$255,525	$584,027	$1,055,020

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

The budget approved with the application will become the approved budget for the startup period and year one of operations. This budget will be subject to continual and intense monitoring to identify inaccuracies in assumptions. The budget will be updated frequently, including after each significant event. Examples of events that would impact the budget include updated enrollment numbers, changes in the local economy, hiring of new staff, new legislation, ordering of furniture, etc. The School recognizes that the budget must be managed in the entire environment and is not limited to the result of the actions of the charter school. While omissions, erroneous estimates of quantities required, and/or unrealistic price estimates of an item will create budget variances, so too will the construction of a housing development (or another school) within walking distance of the School.

The Governing Board will receive a monthly projection of cash and budget performance, including projected cash balances or deficits and proposed budget amendments, starting with the September financial statements. The budget monitoring process is a powerful tool in surviving revenue being less or later than budgeted. Four specific strategies are designed to respond to budget revenue shortfalls: First, during the startup period, and until the charter school is fully operational, the projected budget compared to the approved budget will be an agenda item during each charter school board meeting, as well as in any meetings between the accountant and school staff. Second, budgeted expenditures will be deferred until justified and approved in segments. For example, classroom furniture, textbooks, computers, etc., may not be ordered all at one time for the projected enrollment. Instead, these would be ordered on an as-needed basis to match actual enrollment gains. Similarly, teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established. Third, when possible, vendor payments will be postponed. Some vendors that specialize in charter school startups can offer to defer the collection of fees if that payment would cause the new charter school to either be unable to pay another significant vendor or create an overdraft in the cash flow. In extreme situations, deferment can become forgiveness/cancellation of fees. Since most vendors would be unwilling to forgo payment, this set of strategies will be available with only a limited number of vendors, but the benefit is significant. Fourth, the charter school will seek to establish a line of credit with a local bank, lending institution, or individual. The budget includes up to $750,000 in startup funds during the startup period and year one. This plus the other three measures will be adequate to cope with revenue shortfalls that could occur.

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.**

The School's monthly cash flow projections for the startup period and year one is included as Attachments X and Y.

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong

internal controls over financial management and compliance with all financial reporting requirements.

The Governing Board of NRCA is responsible for ensuring all school financial resources are managed efficiently and properly. The Board will be contracting with FORZA Education Management to assist with all financial aspects of the organization. However, the Board will make all strategic decisions regarding school finances and control practices. The Governing Board will select a Treasurer to be the point of contact between FORZA and the Board. The Board will review and approve a preliminary annual budget before the fiscal year begins. The administration of the school, the principal, and the leadership team will collaborate with FORZA in preparing a school site budget which will include anticipated revenues and expenditures based on actual student enrollment. The Board will review the financial activity concerning the established budget at its monthly meetings and make revisions as needed in time to effectively manage financial resources.

The principal, with direction from FORZA, will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. FORZA Education Management and the Governing Board will oversee the principal and remain responsible for all financial matters delegated to the principal.

A strong system of internal controls will be put into place by the Governing Board and will be reviewed frequently to determine the efficacy of the processes. The Board will request an annual review of the internal controls by an independent auditor. The Board will employ practices that provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition and that financial transactions are executed in accordance with the school's policies. Controls are established in concert with all applicable federal, state, and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts,
- Expenditures, accounts payable, and cash disbursements,
- Budgeting and financial reporting,
- Risk management,
- School inventory and capital assets,
- Student records, and
- Employment records.

FORZA's accounting department will also be responsible for bookkeeping, bank reconciliation, and payroll. Detailed financial statements will be prepared monthly for analysis by the Governing Board. Policies and reporting procedures established by the district and State will be followed.
NRCA will maintain FDIC-insured bank accounts and any cash receipts will have multiple sources of checks and balances. The school will submit invoices for products and services to the accounting department of FORZA where processes of check cutting, bank reconciliations, and wire transfers will be made on behalf of the school.

Appropriate segregation of duties will prevent mismanagement of funds. The principal will be

required to submit signed approvals for all check requests. Each invoice item will be linked to line items in the approved annual budget before a check is created.
Some of the internal control procedures to be implemented for monies handled at the school include but may not be limited to the following:

- Purchases from internal/general funds must be authorized in writing by the principal.
- School-approved pre-numbered forms will be used as the means of recording cash received and serve as the basis for entries into accounting records. The office staff will review and confirm deposits and sign a deposit slip before presenting it to the principal for review.
- Deposits will be made by the principal or office staff within two days of receipt. School funds will be secured in a safe until deposit time.
- Approved, pre-numbered checks will be used as a means for disbursing school funds and will be the basis of the accounting entries. Petty cash disbursements will have separate procedures.
- Purchase orders or invoices will be sent to the FORZA accounting department with any check requests.
- The FORZA accounting department will determine that the invoice has been approved by the principal and is in accord with the annual budget.
- Internal/general funds will be accounted for on the same fiscal year basis as all other school funds.
- Expenditures will never exceed resources.
- The Governing Board will be kept aware of accounts payable.
- Bank statements will be reconciled as soon as received by an individual who does not receive or disburse funds. The FORZA accounting department will assume responsibility for that function and will send copies of the reconciliation to the Principal and Governing Board Treasurer.
- Monthly financial reports will be made in approved written form to provide the school administration with data from which to make timely decisions related to finances.
- Monthly reports will be provided to the School Board of Manatee County and the Governing Board.

In addition to the general processes described above, specific procedures will be enforced to strengthen the security and integrity of the financial systems within the School. For example, the school will have only one checking account and that account identifies the school on all checks and deposit slips. All monies received by the school will be deposited intact into the one account and all disbursements will be made using checks drawn on the account. Two check signers will be on file and could include the Governing Board Chairperson or Treasurer, and the principal, moreover, the NRCA Board can authorize and add a signer from FORZA which would undergird the checks and balances system, thereby, safeguarding against mismanagement of funds. Checks must be signed by two people. Under no circumstances are pre-signed checks allowed. All checks, receipt forms, and tickets will be pre-numbered and perpetual inventories of each will be maintained. Inventories will show the beginning and ending numbers of all documents acquired and issued. Any pre-numbered documents will be accompanied by a certified statement of the numbers received. Petty cash will be limited to $500, secured in a safe, and under the direct supervision of the principal. Expenditures from petty cash will be accompanied by invoices and receipts for the products.

Procurement policies will evidence the school's commitment to fairness and openness in expending public dollars. Any items/services over $5,000 in value will require at least three bids. The Governing Board has the authority to reject any or all bids if bid specifications are not met. In accepting bids, the governing board will accept the lowest and best bid in accordance with legal and ethical standards of procurement using public funds. NRCA will maintain electronic and hard copy sources of all financial policies and procedures. Any staff member dealing with any part of the financial system will be thoroughly oriented to the policies and procedures and held accountable for the strict adherence to established controls. All financial data will be maintained on a secure system and network and accessible only to authorized individuals. Data will be adequately backed up daily and physical records housed in secure environments. All financial records will be maintained forever and made available to the School Board of Manatee County upon request.

To fulfill its statutory responsibility for financial reporting, NRCA will use the standard state codification of accounts as identified in the most recent publication of the "Financial and Program Cost Accounting and Reporting for Florida Schools," commonly known as the "Red Book." The school will also be mindful of any applicable Technical Assistance notices that reference financial reporting in the state. If federal dollars are received directly, the school will follow all mandates and systems for reporting the use of those funds. If, at any time, the school elects to follow generally accepted accounting standards for non-profit organizations which is allowable by Florida Statute, the school will notify the school district in advance and would be committed to reformatting any data into "Red Book" format for annual audits.

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

The Governing Board will review and evaluate financial data from prepared reports at each meeting. The data will be published in advance of the meeting so that it is available to the public as well as the Board and will contain at least the following reports:

- Statement of revenues, expenditures, and changes in fund balance by object,
- Schedule of receivables and payables,
- Bank statement with a check register,
- Cash on hand reconciliation worksheet,
- Capitalized Fixed asset report, and
- Balance sheet as certified by FORZA's accountant.

These reports are in concert with those submitted to the school district monthly. The Governing Board will review any deviations in revenues and expenditures from those budgeted. The Board will respond to deviations through significant deliberation and budget amendments to maintain the educational process and financial integrity of the organization. The Board will use the monthly review of financial data to prepare the subsequent year's budget. During the review, the Board will closely monitor student enrollment data and examine trends in that data to anticipate changes to next year's budgeting process. The Board will hold all involved with the School's financial operations to high standards and specify annual financial goals. At each meeting of the Board, a review of the progress toward the goals will be presented by FORZA and the Board Treasurer with significant input from the school Principal.

At least annually, the Board will request a review of the financial internal processes and controls by an external auditor. The Board will take recommendations from the review to strengthen policies and procedures to fulfill its responsibility of effectively managing public funds. One of the Board members will be selected as Treasurer and assist the chairperson by serving as the liaison with FORZA on financial matters. While the School does not anticipate any financial difficulty, it is prepared to submit a statutorily required financial recovery plan if a situation exists to mandate it. The governing Board would work with the School Board of Manatee County to rapidly eliminate any concerns about the school's financial health.

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

NRCA will offer a Request for Proposal to area independent auditors to provide an annual audit of the school's finances per Section 218.391, F.S. The auditing firm selected would have no relationship or function with the school's accounting practices. The firm selected will be familiar with the use of public funds in a non-profit environment so that the Governing Board and school district can have confidence in the audit results. The procurement of auditing services will be in concert with a competitive, fair, and equitable process used in other public organizations. As stated previously, the Governing Board will also request an annual review of the internal processes and controls of the organization. The results of that review will be considered by the Board and recommendations for process alterations will be given to FORZA. An audit report checklist will be completed per Section 11.45(3)(a), F.S.

Professional development will be provided for any governing Board member that needs assistance in fully comprehending and using the results of the annual audit. Said provision will be scheduled for the first year of the Board's function and repeated if any new members come on the Board. The content covered in said professional development will cover information regarding audits, fund balances, accountability, record maintenance, and general systems of financial control.

Complete audits of the School's finances will be conducted each year and submitted to the school district and the state Department of Education according to the timelines designated by those bodies. Any deficiencies discovered in the audits will be addressed by the Governing Board immediately upon receipt of the audit. The governing board will keep the School Board of Manatee County appraised of any findings and remediation of deficiencies regularly and timely. At this time, the School recognizes that within 90 days of the end of the fiscal year, the results of the audit will be delivered to the school district and any responses to the audit as well as the management letter of the audit are to be delivered to the school district by September 30th.

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

Accounting records of NRCA will be maintained in perpetuity in the accounting system used by the School. All accounting will be maintained using the financial reporting codification of accounts of the Financial and Program Cost Accounting and Reporting for Florida Schools. Reports will be subject to any directives issued by the school district or the State of Florida. Financial records, including personnel files, will be maintained according to the timelines identified in law and the school will back up all data to prevent loss of information due to natural or other disasters. The

School will inventory and register all tangible property purchased with public funds and implement a fixed asset management system to keep the inventory up to date. In addition, the School will tag all tangible property at or above $1,000.00. The School will work with the district to inventory and register property similarly to the district. The inventory will be reviewed regularly by the Governing Board and will be used to develop timelines for replacement, upgrades, and deletions. All equipment, furnishings, and materials purchased with public funds will be deleted legally and coordinated with district supervision.

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

The Governing Board of NRCA will present, explain, and adopt an annual budget at a regularly scheduled and noticed public meeting. All materials related to the budget proposal will be available to the public at least seven (7) days before the Board votes. The Board will invite public comment and will encourage parents, employees, and interested community members to become knowledgeable in the financial matters of the School. It is good public policy to maintain this transparency and encourages stakeholder involvement in meeting financial goals. Any budget discussion will be summarized in the meeting minutes and distributed on the School's website and in hard copies in the school office. The School Board of Manatee County will be consistently updated on the financial conditions at the School through receipt of the materials prior to NRCA board meetings and minutes recording actions related to the budget, amendments, and goals. Likewise, the school district will receive monthly financial reports from the School so that any issues or concerns can be addressed proactively. Additionally, the school will submit its annual IRS 990, which, with the above actions, will provide compliance with Section 1002.33(9)(p), F.S. and Section 1002.33(9)(g), F. S.
Public disclosure of the annual audit and financial reports of the School will be made in similar ways. Documents will be available on the website with the posting of the agenda and be available in hard copy in the School's office. Since materials are available at least one week prior to any action taken on stated items, the public will have adequate time to review the information before discussion and action ensue. Likewise, if any findings or recommendations require action by the Board, the public will learn about those actions before a formal vote by the Board.

NRCA believes it is important that stakeholders, including parents, staff, and community members, understand the School's financial conditions as they relate to the adopted budget. The interrelationships of student enrollment and achievement, parent satisfaction, staff commitment, and organizational financial health cannot be overstated. Each component provides strength and challenge for the School. NRCA's philosophy of fiscal management includes attention and commitment to all relationships within the organization to ensure a sustainable financial future.

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

The Governing Board of the school, through a process of a comparative review of services, has selected FORZA education management to provide management services for the School. Included

in those services are the following:

- Personnel management,
- Facility Operation and Maintenance,
- Technology and Professional Development,
- Business Administration,
- Transportation and Food Service,
- Public Relations,
- Budgeting, Budgeting process, Financial and other reporting, and
- Maintenance of financial and student records.

A full description of the services provided to the school by FORZA is found in the FORZA Education Management, L.L.C. Management Agreement included as Addendum EE. The Board decided to use a management organization to provide these services for several reasons. The functions are critical to the School's successful operation and must be done efficiently and effectively even before the School opens. FORZA is experienced and respected in its ability to provide the service with little or no ramp-up since the required systems and processes are already in place. If the school administration provided all the services, the cost of salaries, benefits, training, oversight, evaluation, and building systems would be significant. In addition, the management of these functions would take immense amounts of time from the principal. In traditional public-school settings, these functions are centralized and managed by the district office. NRCA determined that it was best practice in this situation to organize those functions under the auspices of an experienced management company and allow the school administration to devote more time to the educational process and student needs. The principal will be intimately involved in the functions assigned to FORZA but will act in an adjunct role so as not to be burdened by day-to-day responsibilities. The Governing Board will evaluate the services provided by FORZA each year. The costs of the services described above are included in the total management fee paid by the School to FORZA.

G. Describe how the school will store financial records.

Since much of the financial data relates directly to student records, the storage of both student and financial data records will be handled with extreme care and diligence. All records will be stored and protected in secure fireproof/waterproof cabinets, vaults, or rooms fitted with noncombustible materials. Although the records will be arranged for accessibility, they will be available only to select individuals and the use will be monitored through logs and other means. Records stored electronically will be secured and accessible only to authorized users with appropriate passwords and firewall filter clearances. The School will safeguard the confidentiality of student records using a series of permissions granted by the Principal and will enable access to only those records related to students directly served by a person or team. All financial records including payroll, accounts receivable and payable, and multiple fund sources will be maintained at the school site and FORZA offices. Digital backup systems will be installed in the computers housing the records to ensure that no data is lost during system failures. The ultimate responsibility for maintaining financial records will be assigned to FORZA's accounting department. That department will be tasked with maintaining data integrity when accounts are accessed for daily operations or in the events of audits and other reviews. The custodian of student records of the School will be responsible for ensuring the confidentiality of those records and establishing procedures for the

handling and managing of those records as required by F.S Section 257. The principal will identify the staff that has access to each of the student records, establish a log for record sign-out and create systems to ensure fidelity. Additionally, public record requests will be available through the schools webpage request form and the school will remain compliant with F.S. Section 119.

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

NRCA will maintain appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance, and Professional Liability Insurance. The School will maintain evidence of current insurance coverage and present it to the school district regularly or when requested. Limitations on policies will be in concert with state statutes and the School Board of Manatee County. NRCA, to the extent immunity is waived, agrees to indemnify, defend with competent counsel selected by the School, and hold the School Board of Manatee County, its members, officers, employees, and agents harmless from attorney's fees, arising out of, or connected with or resulting from:

- Negligence, intentional wrongful acts, misconduct, or culpability
- The School's material breach of contract or violation of law
- Any failure by the school to pay its employees, contractors, or other legal indebtedness
- Failure of the School's officers, directors, or employees to comply with any law
- Professional errors of omission, or claims of errors
- All liability, including fiscal responsibility for payments
- Personal injury, property damage, or civil rights violations

All insurance coverage will be specified in the School's charter with the school district. No later than 30 days prior to the opening of School, the School shall furnish the district with fully completed certificates of all insurance policies, signed by an authorized representative of the insurer(s) confirming the coverage begins by July 1st.

As of this time, NRCA is prepared to provide the following levels of coverage:

- **Fidelity bonds**: $1 million for each person performing the duties of chief administrative officer, chief executive officer, chief operating officer, chief financial officer, president, principal, or director, and $1 million for each member of the school's governing board and each person employed by the school or its governing body with the authority to make purchases or contract for services over $6,000.
- **Comprehensive General Liability, bodily Injury, Property Damage and Personal Injury**: Minimum of $1 million per occurrence/$2 million annual aggregate (except with respect to coverage for property damage liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of $5,000 per occurrence. It will also include coverage for corporal punishment although it will not be intentionally administered.
- **Automobile Liability Insurance**: Minimum of $1 million per occurrence and if subject to an annual aggregate, $2 million annual aggregate. Occurrence/Claims: The insurance will be subject to a maximum deductible not exceeding $10,000 per claim.

- **Employees Liability Insurance**: $1 million per disease, accident, and employee.
- **Employees Dishonesty/Crime Insurance for all Governing Board members and employees**: including Faithful Performance coverage for the school's administrators, principal, and Governing Board members with an insurance carrier authorized to do business in the State of Florida and will be in the amount of no less than $1 million per loss/$2 million dollars annual aggregate. In lieu of this coverage, the school may provide Fidelity Bond coverage in the same amount.
- **School leader's Errors and Omissions Insurance**: Errors and Omissions coverage to include prior acts, sexual harassment, civil rights, employment discrimination, breach of contract, insured versus insured, consultants and independent contractors, and with minimum policy limits of 2 million. The insurance shall be subject to a maximum deductible not to exceed $25,000 per claim.
- **Buildings and Contents**: Fire, Property and Casualty—Building and Equipment—Property insurance shall be secured for buildings and contents. Property Insurance coverage for the "Building" includes the structure, including permanently installed fixtures, machinery and equipment, outdoor fixtures, and personal property to service the premises. If the Building is under construction, the School shall provide evidence of property insurance for the additions under construction and alterations, and repairs, including materials, equipment, supplies, and temporary structures within 100 feet of the premises. If the School leases the site location, then the School shall provide on a form acceptable to the sponsor evidence of business personal property insurance, including furniture, fixtures, equipment, and machinery used in the School.
- **Worker's Compensation/Employer's Liability**: The insurance will cover the School (and its subcontractors, to the extent they are not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Worker's Compensation Policy. In addition, coverage will be secured, as needed, for the Federal Employer's Liability Act and any other applicable state or federal laws. The minimum amount of coverage for meeting those requirements under Part Two of the Standard Workers' Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) will be $1 million per occurrence and 2 million annual aggregates.

Section 22: Start-Up Plan

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

i. **Applying for and securing appropriate legal status (e.g., status as a state corporation, Federal non-profit)**
ii. **Identifying and securing facility**
iii. **Recruiting and hiring staff (leaders, teachers, and other staff)**
iv. **Staff training**
v. **Finalizing curriculum and other instructional materials**
vi. **Governing board training**
vii. **Policy adoption by Board (if necessary)**
viii. **Recruiting students**
ix. **Enrollment lottery, if necessary**
x. **Establishing financial procedures**

xi. Securing contracted services
xii. Fundraising, if applicable
xiii. Finalizing transportation and food service plans
xiv. Procuring furniture, fixtures, and equipment
xv. Procuring instructional materials

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

The Start-up Plan and projected timetable for the School's start-up were developed by the NRCA Board and associated parties to North River Charter Academy. In addition, a Start-up budget is presented in Attachment Y. (Note: The instructional materials will be ordered in the spring. However, payments will not commence until July when the School receives operational funding.)

i. Legal Status	Winter 2023 (following approved charter application)
ii. Identifying and Securing Facility	Fall 2023 – Spring 2024
iii. Recruiting and Hiring Leaders, Teachers, Staff	School Leader Search- November 2024-January 2025 Hire School Leader- January 2025 School Staff- January – July 2025
iv. Staff Training	Summer 2025
v. Finalizing Curriculum and Instructional	April 2025
vi. Governing Board Training	Summer 2024 (All current Board Members are trained)
vii. Policy Adoption by Board	Spring 2024
viii. Recruiting Students	January – August 2025
ix. Enrollment Lottery, if necessary	January – August 2025
x. Financial Procedures	January – March 2025
xi. Securing Contracted Services	January-May 2025
xii. Fundraising	Ongoing beginning with charter application approval
xiii. Finalizing Transportation and Food Service	January – March 2025
xiv. Procuring Furniture and Technology	January – June 2025
xv. Procuring Instructional Materials	April – June 2025

Note: NRCA commits to completing the New Charter School Pre-opening Checklist, and all required on-site pre-opening school inspections/visits.

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The NRCA Board of Directors are community volunteers with experience and backgrounds in Education, Banking and Business. The application process, facility acquisition, opening and operating a new charter school are all very arduous undertakings, especially for community volunteers who already have successful full-time careers. The NRCA Board of Directors has a strong desire to open an additional charter school in the Parrish community and has decided to contract with experts in the opening and managing charter schools in the state of Florida. Selecting a management company with a proven track record of accomplishment to assist and support in every aspect of this process will ensure that the community receives another school of choice consistent with the guidelines of the FLDOE.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

The NRCA Board of Directors selected FORZA Education Management as their Educational Service Provider because of their successful opening and operation of Gulf Coast Charter Academy South, Oak Creek Charter School of Bonita Springs, and NRCA. Each of these schools are in Florida and include Board members that sit on the current NRCA Board. FORZA is a smaller management company with a more amical and personable approach, which is one of many reasons the Board is attracted to this company. In addition, they chose FORZA due to the extensive services this ESP provides coupled with the overall affordability of those services. The NRCA Board has monitored FORZA's progress in successfully opening and operating Gulf Coast Charter Academy South since 2013 and has witnessed first-hand, the successful acquisition and turnaround of Oak Creek Charter School of Bonita Springs in 2016, and the opening of NRCA in 2019. Moreover, they have been attentive in witnessing FORZA's continued growth and success each successive year in every area due to the services that are provided. In addition, FORZA assists schools with start-up expenditures by disbursing funds for all start-up costs, thereby relieving the school from any loans or indebtedness during the first year of operation. On the contrary, this Board has also witnessed other Management Companies' presentations that offer loans to the school for said start-up expenses. The Board is satisfied with the management services FORZA provides and the fee related to those amenities. The NRCA Board firmly believes that FORZA will be an asset and will successfully assist with the opening and effective operation of NRCA.

FORZA provides a level of comprehensive and effective management services that affords the principalship team, faculty, and staff the opportunity to focus on educational goals, effective instructional leadership, and the art of teaching. This team approach is enhanced even more by the ability to exercise site-based management and decision-making which fosters effective and strategic planning involving key stakeholders of NRCA. Additional information can be found at *www.forzaedu.com*

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

The members of the NRCA Board of Director's have worked with FORZA Education Management at three other school in Florida. The Board continues to monitor any new employees with the company as well as the academic and financial status of each of the other schools.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The NRCA Board continues to monitor FORZA's successful management of Gulf Coast Charter Academy South, Oak Creek Charter Schools of Bonita Springs, and NRCA. As stated, the NRCA Board is pleased with FORZA's strategic plan to employ additional personnel as they continue to open additional schools. The Board firmly believes that FORZA can continue to successfully carry out the functions necessary to operate high quality charter schools. This is evident in the financial and academic success of each of its three schools and successful charter renewals within Lee and Collier County. The Manatee charter school review committee and School Board Members of the Manatee County School District are invited to any of the schools referenced above, at their convenience, to tour the building and meet with faculty and staff to view first-hand the quality learning environment that was created by FORZA. As an additional sign of its strength and reputation, FORZA was approached by another management company to take over one of its failing schools, which is did in 2016 with the acquisition of Oak Creek Charter School of Bonita Springs, formally Bonita Springs Prep and Fitness.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

FORZA is made up of a professional team that provides services and solutions for every aspect of charter school establishment and operation. FORZA ensures that the school's Governing Board has complete autonomy and control over its school which includes input regarding their academic program, staffing needs and curriculum. FORZA embraces the premise that all stakeholders are part of the decision-making process where trust and respect are an integral part of the relationship. FORZA provides its schools with an all-inclusive collection of management services focusing on a holistic educational approach to enhance each school's optimum level of success. The motto of FORZA Education Management, which is also its rationale for opening additional schools, is "Giving Parents a Choice and Children a Chance." FORZA firmly believes that all parents should have a choice in their child's education and that all children can learn and be successful when

taught by a highly qualified caring staff within a quality learning environment.

The FORZA leadership team is sensitive to the educational needs of children and puts those needs first when making organizational decisions. FORZA is aware that a business must be financially secure; however, instead of following a rigid business design, it supports the faculty/staff of a school, with its primary mission being the welfare of the students. Enhancing the educational experience and process is the driving force behind organizational decisions. FORZA operates with the bottom line of — whatever is in the best interest of the children, faculty, and staff as well as the families that are served. FORZA does not have any other plans to open any other schools at this time but will open a Child Development Center on the campus of North River Charter Academy.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Chuck S. Malatesta, CEO, has been in the field of Charter Education for many years and opened FORZA Education Management, LLC in 2013. This company has created and embraced an eclectic and new management style that believes: "Parents should have a choice and students should have a chance." Between 2013 and 2022, FORZA has assisted in the opening of three successful charter schools and four Child Development Centers and has grown to add two Regional Vice Presidents, William Staros Jr., and Jose Rubio. It currently employs a Grants Specialist, NSLP Coordinator, Director of Marketing, and an Assistant Grants and Marketing Specialist.

Charles (Chuck) Malatesta, is a lifelong educator who has worked to improve education throughout his entire career at every level of education as a Teacher, Coach, Dean of Students, (AP) University professor and Administrator, Principal, Regional Vice President of company operations, and opened several charter schools in the State, respectively. He also has experience in Private/Parochial, traditional public, and charter school settings. Mr. Malatesta pursued his education at Florida Atlantic University, where he was awarded a swimming scholarship and majored in history education. He later transferred to the University of Delaware where he earned his Bachelor of Science in Health and Exercise Science. Subsequently, he began teaching and coaching at the Charter School of Wilmington where he was recognized as State and National Coach of the Year in 2000. He earned a master's degree from Wilmington University in Educational Leadership/Administration in 2003. Mr. Malatesta served as Dean of Students at Bishop Verot High School, and a university administrator in the College of Education at Florida Gulf Coast University and St. Petersburg College. He has been the principal of two charter schools and assisted in the application process for an approved charter high school. Mr. Malatesta was a Regional Vice President for a large management company and was responsible for establishing and enhancing relationships with school district personnel, reviewing areas of need for potential new charter schools, building acquisitions, overseeing all schools in the region, including each school's academic performance and financials.

William Staros, Regional Vice President, most recently served as the principal of Gulf Coast Charter Academy South. Over his nine years at GCCAS, he oversaw the school's enrollment expansion, the development of its STEM program, and left the school as a Florida Department of Education High-performing Charter School with an extended 15-year charter with Collier County.

He continues to be extremely enthusiastic about working with the incredibly dedicated and talented staff, diligent and hard-working students, supportive parents, and the caring communities in which the FORZA schools are located. William Staros was born and raised in Fort Lauderdale, Florida and attended Florida Gulf Coast University where he earned his bachelor's degree in Elementary Education in 2006. After his graduation from FGCU, he spent time in Savannah, Ga. where he taught fourth grade. He later returned to the west coast of Florida to continue his teaching and leadership career with time in Bonita Springs, Ft. Myers, and Immokalee, Florida before joining GCCAS in 2014. Mr. Staros earned his master's in educational leadership from The University of New England in 2011.

Jose Rubio, Regional Vice President, earned his bachelor's degree in psychology and biology and his master's degree in School Building Leadership from St. John's University, New York. Mr. Rubio began teaching in 2000 as a high school science teacher in his hometown of New York City. During his second year of teaching, Mr. Rubio was chosen by his colleagues as a member of the School Leader Team at Manhattan Village Academy. In 2004, Mr. Rubio joined St. Raymond High School team, and the following year, he was credited with replacing the entire Chemistry curriculum. In 2008, he was named Head of the Science Department. During his tenure as Head of the Science Department, he reconstructed the entire science curriculum and secured funds to build three new science labs at his school. In 2015, Mr. Rubio relocated to Washington, D.C. to become the Assistant Principal of a middle school, Meridian Charter School. Within four months, he was also named the Assistant Principal of the elementary campus concurrently. In 2016, he was hired by FORZA Education Management to become the Principal of Oak Creek Charter School of Bonita Springs K-8. Mr. Rubio was instrumental in enhancing the academic learning environment and school facilities at the school. He is currently enrolled in his doctorate program in education at Florida Gulf Coast University.

Additional information regarding FORZA's organizational chart and future organizational chart can be found in attachments BB. and CC.

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The organizational capacity to open and operate high quality charter schools in Florida is evident by the successful opening and operation of Gulf Coast Charter Academy South and Parrish Charter Academy, as well as the takeover and turnaround of Oak Creek Charter School of Bonita Springs. Additional information regarding the growth plan for FORZA can be found above in the ESP sections B, D along with the ESP organization chart for anticipated growth which can be found in attachment CC, as requested. As FORZA continues to grow and open more schools, additional positions mentioned in attachment CC will be added to assist and support all its schools. FORZA has opened and operated a very successful Child Development Center in Naples, Bonita Springs, and two centers in Parrish. This will be a tremendous asset to the communities and a great feeder program for the charter schools.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter- schools/charter-school-reference and attach as Attachment DD.

See Attachment DD

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

See Attachment DD

D. List and explain any management contract terminations as well as any charter revocations, non- renewals, withdrawals, or non-openings that the ESP has experienced in the past five (5) years.

N/A

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The relationship between NRCA and FORZA is based on the terms of the Management Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor and not as business partners, joint venture, agent, or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees, and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents, and subcontractors.

No Related Parties or Common Control. FORZA will not have any role or relationship with the School that, in effect, substantially limits NRCA's ability to exercise its rights, including termination rights, under the Management Agreement. NRCA and FORZA will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code. The Governing Board termination information can be found in the Management Agreement under the termination section.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[4] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The School will not have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP.

C. Explain the supervisory responsibilities of the ESP (if any), including which school

employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

FORZA will partner with the NRCA Board to assist in determining staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer, and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under the Management Agreement, all within the financial constraints of the school Budget approved by the Board. NRCA and FORZA acknowledge and agree that the accountability of FORZA to NRCA is an essential foundation of the agreement between NRCA and FORZA. In addition, the responsibility of the administrator of NRCA is critical to the success of NRCA. The NRCA Board and FORZA will work together to select and supervise the principal and hold the principal accountable for the success of NRCA. The employment contract with the principal, and the duties and compensation of the principal shall be determined by the NRCA Board. The principal and FORZA, in turn, will have similar authority to select and hold accountable the teachers at NRCA. FORZA and the principal will work together to select the teachers and support staff for employment. FORZA and the principal will determine the number and assignments of such teachers. Teachers may work at NRCA on a full or part time basis. Each teacher assigned to NRCA will be highly qualified in his or her grade levels and subject areas, hold a valid teaching certificate issued by the Florida Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. The NRCA Board will receive monthly or bi-monthly reports from the principal and FORZA regarding the operation and management of the School. In addition, the NRCA Board will complete an annual evaluation on the ESP with input from the principal.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- **Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
- **Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

There are currently no plans for the parties to enter into a financing agreement, but FORZA has provided NRCA with a financial support letter included in Attachment U of this application. In the event the parties do enter into a financing agreement in the future, the interest rate will be at or below the market rate for comparable loans following a market analysis. Any such agreements would be separately documented in a loan agreement and/or promissory note, provided to the Governing Board's counsel for review, and approved by the Governing Board at a publicly noticed meeting. Repayment of the loan would be subject to NRCA having sufficient revenues to meet its other expenses first.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

- Setting Performance Goals Selecting Curriculum
- Selecting Professional Development programs
- Data Management & Selecting Interim Assessments Determining Promotion Criteria
- Setting a School Culture Student Recruitment
- School Staff Recruitment & Hiring
- Providing Human Resources (HR) services (payroll, benefits, etc.) Fundraising
- Managing Community Relations
- Selecting and Providing Information Technology Managing Facilities
- Procuring Vendors
- Other Operational and Administrative Services, if Applicable

The ESP's main roles and responsibilities include but are not limited to:

- Feasibility studies
- Assistance with charter application
- Facility acquisition
- Compliance reporting
- Accountability
- Financial services
- Assist with fundraising
- Grants
- Marketing and enrollment
- Public relations
- Human resources
- Technology
- Curriculum planning and implementation
- Strategic planning and implementation
- Employee staff development and evaluations

The description of the services FORZA provides can be found in the Management Agreement under services which is included as Addendum EE. In addition, the ESP's roles and responsibilities related to financial management of the charter can also be found in the Management Agreement under financial management. Additional information regarding a description of FORZA's services can also be found on the FORZA web page at www.forzaedu.com

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g., external evaluator, surveys, or

performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The NRCA Board will evaluate the ESP annually and prior to the renewal of a contract between the Governing Board and ESP. The instrument will evaluate the ESP's performance and a determination by the Board on whether the ESP has met the performance criteria established by the Board. The information will be presented in a notice meeting and the parents of every student shall have access to a copy of the evaluation. The school-wide achievement results that the ESP is responsible for will be determined by the School's success on the State Assessment and the academic goals achieved as presented in the school improvement plan. The Board will also review the annual results of the parent surveys which will evaluate the School and management of the School. The procedures for Board intervention if the ESP's performance is deemed unsatisfactory can be found in the Management Agreement under termination.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The payment schedule and early termination information is in the Management Agreement.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

Basic corporate law would not allow the management company or principal to spend anything that was not already in the budget approved by the Board. The budget would be amended as needed if expenditures exceeded budget line items. FORZA is required to give a summary report at each Board meeting, monthly or bi-monthly, which will include the school's financial performance. In addition, the accountant will provide a copy of the school's monthly financials to be included in the Financial Condition Report. The governing boards financial oversight is addressed in Section 21 of the application; however, it should be noted that the 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 efficiently according to the charter contract and state or federal laws. 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 through this audit process.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the

specific sections.

The term of the Management Agreement, conditions and procedures for renewal and termination of the contract can be found in the Management Agreement under TERMS. The indemnification information can be found in the Management Agreement under indemnification.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

See Attachment EE.

ATTACHMENT A

Not Applicable

ATTACHMENT B

Sample daily school schedule and annual school calendar

Attachment B

SAMPLE MASTER SCHEDULE

Provided below as a sample master schedule is the current schedule being used in our two K-8 schools and one K-6 school.

Master Schedule

Grade K	7:50-9:50	9:55-10:40	10:40-11:10	11:15-12:15	12:15-12:45	12:45-1:45	1:45-2:15	2:15-3:00
Teacher	ELA	Specials	Lunch	Math	Recess	Science	Social Studies	WIN Time
Teacher	ELA	Specials	Lunch	Math	Recess	Science	Social Studies	WIN Time
Teacher	ELA	Specials	Lunch	Math	Recess	Science	Social Studies	WIN Time
Teacher	ELA	Specials	Lunch	Math	Recess	Science	Social Studies	WIN Time
Teacher	ELA	Specials	Lunch	Math	Recess	Science	Social Studies	WIN Time

GRADE 1	7:50-8:20	8:20-10:20	10:20-10:50	10:50-11:20	11:25-12:45	12:50-1:35	1:35-2:35	2:35-3:00
Teacher	WIN Time	ELA	Recess	Lunch	Math	Specials	Science	Social Studies
Teacher	WIN Time	ELA	Recess	Lunch	Math	Specials	Science	Social Studies
Teacher	WIN Time	ELA	Recess	Lunch	Math	Specials	Science	Social Studies
Teacher	WIN Time	ELA	Recess	Lunch	Math	Specials	Science	Social Studies
Teacher	WIN Time	ELA	Recess	Lunch	Math	Specials	Science	Social Studies

GRADE 2	7:50-10:00	10:00-11:10	11:15-11:45	11:50-12:10	12:10-1:10	1:15-1:45	1:45-2:30	2:30-3:00
Teacher	ELA	Math	Lunch	WIN Time	Science	Recess	Specials	Social Studies
Teacher	ELA	Math	Lunch	WIN Time	Science	Recess	Specials	Social Studies
Teacher	ELA	Math	Lunch	WIN Time	Science	Recess	Specials	Social Studies
Teacher	ELA	Math	Lunch	WIN Time	Science	Recess	Specials	Social Studies

GRADE 3	7:50-8:40	8:40-10:40	10:45-11:30	11:30-11:55	12:00-12:25	12:30-1:45	1:45-2:15	2:15-3:10
Teacher	Social Studies	ELA	Specials	WIN Time	Lunch	Math	Recess	Science
Teacher	Social Studies	ELA	Specials	WIN Time	Lunch	Math	Recess	Science
Teacher	Social Studies	ELA	Specials	WIN Time	Lunch	Math	Recess	Science
Teacher	Social Studies	ELA	Specials	WIN Time	Lunch	Math	Recess	Science

GRADE 4	7:50-9:40	9:40-11:20	11:25-11:55	11:55-12:40	12:45-2:15	2:20-2:50	2:50-3:10	

Teacher	ELA	Science	Lunch	Specials	Math	Recess	WIN Time
Teacher	Math	ELA	Lunch	Specials	Science	Recess	WIN Time
Teacher	Science	Math	Lunch	Specials	ELA	Recess	WIN Time

GRADE 5	8:00-9:30	9:30-11:00	11:00-11:30	11:30-11:55	11:56-12:41	12:45-1:55	1:55-3:00
Teacher	Math	Science	Recess	Lunch	Specials	ELA/SS	
Teacher	ELA/SS		Recess	Lunch	Specials	Math	Science
Teacher	ELA/SS		Recess	Lunch	Specials	Science	Math
Teacher	Science	Math	Recess	Lunch	Specials	ELA/SS	

GRADE 6	7:50-9:15	9:20-10:40	10:45-11:30	11:30-11:50	11:55-12:20	12:20-1:35	1:40-3:05
Teacher	Math	Social Studies	Specials	Recess	Lunch	Science	ELA
Teacher	Science	ELA	Specials	Recess	Lunch	Math	Social Studies
Teacher	Social Studies	Math	Specials	Recess	Lunch	ELA	Math
	ELA	Science	Specials	Recess	Lunch	Social Studies	Science

Middle School Block Schedule

Mondays

	7:45-8:00	8:00-9:00	9:00-9:50	9:55-10:45	10:50-11:40	11:45-12:35	12:35-1:00	1:00-1:15	1:15-2:05	2:10-3:00
ELA	Homeroom	Specials	7B	7A	7C	8B	Lunch	Study Hall	8A	8C
History	Homeroom	Specials	7C	7B	7A	8C	Lunch	Study Hall	8B	8A
Read 180	Homeroom	Specials	7A*	7C	7B	8A*	Lunch	Study Hall	8C	8B
Math	Homeroom	Specials	8B	8A	8C	7B	Lunch	Study Hall	7A	7C
Science	Homeroom	Specials	8C	8B	8A	7C	Lunch	Study Hall	7B	7A
Spanish	Homeroom	Specials	8A	8C (Math)	8B	7A	Lunch	Study Hall	7C (Math)	7B

* Leader in me/Study Hall/Reading Buddies

1 2 3 4 5 6 7 8

Tuesdays and Thursdays

	7:45-8:00	8:00-9:00	9:00-10:45	10:50-12:35	12:35-1:00	1:00-1:15	1:20-3:10
ELA	Homeroom	Specials	7B	7A	Lunch	Study Hall	7C
History	Homeroom	Specials	7C	7B	Lunch	Study Hall	7A
Read 180	Homeroom	Specials	ESE	7C	Lunch	Study Hall	7B
Amazon Class	Homeroom	Specials	7A		Lunch	Study Hall	
Math	Homeroom	Specials	8B	8A	Lunch	Study Hall	8C
Science	Homeroom	Specials	8C	8B	Lunch	Study Hall	8A
Spanish	Homeroom	Specials	8A	8C (Math)	Lunch	Study Hall	8B

Wednesdays and Fridays

	7:45-8:00	8:00-9:00	9:00-10:45	10:50-12:35	12:35-1:00	1:00-1:20	1:20-3:10
ELA	Homeroom	Specials	8B	8A	Lunch	Study Hall	8C
History	Homeroom	Specials	8C	8B	Lunch	Study Hall	8A
Read 180	Homeroom	Specials	ESE	8C	Lunch	Study Hall	8B
Amazon Class	Homeroom	Specials	8A		Lunch	Study Hall	
Math	Homeroom	Specials	7B	7A	Lunch	Study Hall	7C
Science	Homeroom	Specials	7C	7B	Lunch	Study Hall	7A
Spanish	Homeroom	Specials	7A	7C (Math)	Lunch	Study Hall	7B

Sample Annual Calendar 2023-2024

July 2023								January 2024							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	Dec 25-Jan 5 Winter Break
						1			1	2	3	4	5	6	Jan 1 New Year's Day
2	3	4	5	6	7	8	July 4 Independence Day	7	8	9	10	11	12	13	Jan 8 Students Return
9	10	11	12	13	14	15		14	15	16	17	18	19	20	Jan 9 Q3 begins
16	17	18	19	20	21	22		21	22	23	24	25	26	27	Jan 15 Martin Luther King Jr. Day
23	24	25	26	27	28	29		28	29	30	31				
30	31														

August 2023								February 2024							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
		1	2	3	4	5	Aug 7–Aug 11 Pre-School Week					1	2	3	
6	7	8	9	10	11	12	Aug 14 First Day with Students	4	5	6	7	8	9	10	Feb 5-9 FTE (includes 6 consecutive days prior)
13	14	15	16	17	18	19		11	12	13	14	15	16	17	Feb 12- Professional Duty Day
20	21	22	23	24	25	26		18	19	20	21	22	23	24	Feb 19 Presidents' Day
27	28	29	30	31				25	26	27	28	29			

September 2023								March 2024							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2							1	2	
3	4	5	6	7	8	9	Sept 4 Labor Day	3	4	5	6	7	8	9	Mar 14 End of Q3
10	11	12	13	14	15	16		10	11	12	13	14	15	16	Mar 15 Early Dismissal Day
17	18	19	20	21	22	23		17	18	19	20	21	22	23	Mar 18-22 Spring Break
24	25	26	27	28	29	30		24	25	26	27	28	29	30	Mar 29 Good Friday
								31							Mar 31 Easter Sunday

October 2023								April 2024							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
1	2	3	4	5	6	7	Oct 9-13 FTE (includes 6 consecutive days prior)		1	2	3	4	5	6	Apr 1 Easter Monday
8	9	10	11	12	13	14	Oct 13 End of Q1	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	Oct 16 Professional Duty Day	14	15	16	17	18	19	20	
22	23	24	25	26	27	28		21	22	23	24	25	26	27	
29	30	31						28	29	30					

November 2023								May 2024							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
			1	2	3	4					1	2	3	4	
5	6	7	8	9	10	11	Nov 10 Veterans Day Observed- No School	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	Nov 20-24 Thanksgiving Break	12	13	14	15	16	17	18	May 27 Memorial Day
19	20	21	22	23	24	25	Nov 23 Thanksgiving	19	20	21	22	23	24	25	
26	27	28	29	30				26	27	28	29	30	31		May 31 Last Day for Students/Early Dismissal

December 2023								June 2024							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2								1	
3	4	5	6	7	8	9	Dec 21 Early Dismissal Day (End of Q2)	2	3	4	5	6	7	8	
10	11	12	13	14	15	16		9	10	11	12	13	14	15	
17	18	19	20	21	22	23	Dec 22-Jan 5 Winter Break	16	17	18	19	20	21	22	Jun 19 Juneteenth
24	25	26	27	28	29	30	Dec 25 Christmas Day	23	24	25	26	27	28	29	
31								30							

Holiday- No School

Pre-School Week

PD Day- No School for Students

First and Last Student Day

Early Dismissal Day

ATTACHMENT C

Sample curriculum scope and sequence

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• *r*-controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (*-s, -es, -er, -est, -ed, -ing*)		•	•	•	•	•
Decode words with common suffixes (*-ly, -ful, -able, -ible, -ment, -less*)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Analysis						
Evaluate details to determine the main idea	•	•	•	•	•	•
Retell, paraphrase, or summarize a text	•	•	•	•	•	•
Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
Identify cause and effect				•	•	•
Compare and contrast details and information	•	•	•	•	•	•
Recognize facts and opinions				•	•	•
Confirm or correct predictions	•	•	•	•	•	•
Create mental images to build understanding of a text	•	•	•	•	•	•
Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
Synthesize information to create a new understanding	•	•	•	•	•	•
Distinguish and analyze author's point of view	•	•	•	•	•	•
Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources						
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•
Use text or text evidence to write about what is read	•	•	•	•	•	•
Interact with sources in meaningful ways	•	•	•	•	•	•
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•
Comparison Across Texts						
Compare two or more texts	•	•	•	•	•	•
Compare two or more genres	•	•	•	•	•	•
Compare two or more authors	•	•	•	•	•	•
Appreciate texts across a broad range of genres	•	•	•	•	•	•

	SCOPE AND SEQUENCE	K	1	2	3	4	5
READING WORKSHOP	**Independent and Self-Selected Reading**						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
	Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•
READING-WRITING WORKSHOP BRIDGE	**VOCABULARY ACQUISITION**						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

READING-WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

READING-WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling *(cont.)*						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, *r*-controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun *I*, days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Capitalization and Punctuation *(cont.)*						
Learn how and when to use quotation marks with dialogue				•	•	•
FOUNDATIONAL SKILLS FOR WRITING						
Letter Formation, Handwriting, Cursive						
Develop handwriting by printing words legibly	•	•	•			
Write legibly by leaving appropriate spaces between words		•	•	•		
Write cursive letters legibly			•	•	•	•
Ways of Writing						
Create writing in both printed and digital forms	•	•	•	•	•	•
Write regularly both short and longer products			•	•	•	•
Revise and edit drafts of writing		•	•	•	•	•
Develop keyboarding skills				•	•	•
Use technology to produce and publish writing	•	•	•	•	•	•
Use technology to interact and collaborate with others	•	•	•	•	•	•
Speaking and Listening						
Participate in discussions with partners and groups about writing	•	•	•	•	•	•
Work with a peer or group to revise and edit writing	•	•	•	•	•	•
COMPOSITION						
The Writing Process: Plan, Draft, Revise, Edit, Publish						
Prewrite and plan using a variety of strategies	•	•	•	•	•	•
Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•
Edit drafts for the conventions of standard English	•	•	•	•	•	•
Publish written work for audiences	•	•	•	•	•	•
Genre Immersion: Modes and Products						
Write in a variety of modes						
• Informative or explanatory	•	•	•	•	•	•
• Narrative	•	•	•	•	•	•
• Persuasive	•	•	•	•	•	•
Write and produce a variety of forms of writing						
• Letters, thank-you notes, emails		•	•	•	•	•
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
Write in self-selected forms			•	•	•	•

WRITING WORKSHOP

	SCOPE AND SEQUENCE	K	1	2	3	4	5
ORAL LANGUAGE	**SPEAKING**						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
	Report on a topic or text		•	•	•	•	•
	Include media in an oral presentation or report			•	•	•	•
	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	**COLLABORATION**						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
	Paraphrase information from research sources		•	•	•	•	•
	Identify and Gather Information						
	Use primary and secondary sources for research			•	•	•	•
	Avoid plagiarism				•	•	•
	Find information for research from both print and online sources	•	•	•	•	•	•
	Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
	Review sources critically for relevance and reliability		•	•	•	•	•

	SCOPE AND SEQUENCE	K	1	2	3	4	5
	Identify and Gather Information *(cont.)*						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	**TEST PREPARATION**						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun *I*, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
	Identify the author's purpose and craft	•	•	•	•	•	•

Grade overviews



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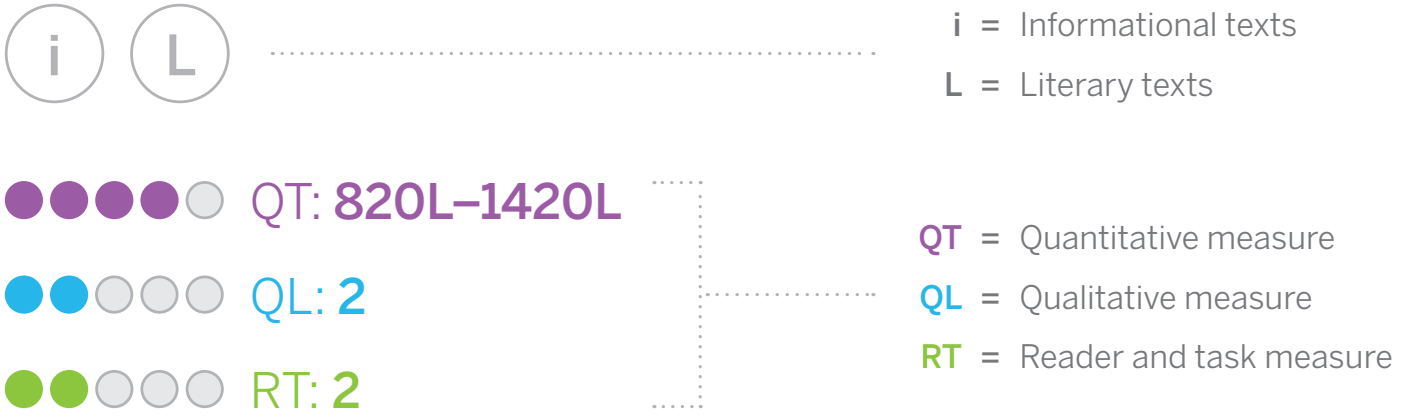
Progression of content and skills

The following grade overviews illustrate how the Amplify ELA curriculum has been carefully designed around sets and sequences of compelling texts that support deep engagement with Florida's B.E.S.T. standards. The units target what is most powerful about each text, engaging students in a variety of reading, writing, and speaking and listening activities that put the text at the center of instruction. Over the year, students explore text structures and elements across a broad range of genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Equally important, students develop a broad vocabulary and knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern, seminal drama to Greek mythology.



Path of text complexity

Amplify carefully selects and curates texts with the goal that all students work with increasing independence and proficiency with texts at their grade band level of complexity. To accomplish this goal, Amplify carefully considers three factors in determining the placement of texts within a grade and unit: **qualitative measures, quantitative measures,** and **reader and task considerations**.



16´616

Quantitative measure ●●●●○ QT: 820L–1420L

The **quantitative** measure in purple reflects the Lexile band, based on the Lexile scores of the range of texts within the unit. Lexile scores are based on a measurement of vocabulary word frequency and sentence complexity.

Band 1—Lexile 450–790
Band 2—Lexile 770–980
Band 3—Lexile 955–1155
Band 4—Lexile 1080–1305
Band 5—Lexile 1215–1355

Qualitative measure ●●○○○ QL: 2

The **qualitative** measure in blue reflects the texts' structural and stylistic complexity (TS); the levels of meaning (LM) or purpose (P); the clarity and complexity of language and sentences (LCC); and the knowledge demands required of the reader to understand the text (KD). At a unit level, this measure also takes into account the inter-textual complexity. The scale is from 0–5, with 5 indicating the highest level of complexity.

		Accessible ●	Moderate ●●●	Complex ●●●●●
TS	L	Organized clearly and/or chronologically; plot is linear; poetry has explicit and predictable structural elements	Prose includes multiple storylines or a plot that is somewhat difficult to predict; poetry has some implicit or unpredictable structural elements	Includes more intricate elements such as subplots, shifts in point-of-view or time, or non-standard text structures
	i	Connections are explicit and clear; organization is linear; text features help readers but are not essential to understanding	Connections are implicit or subtle; organization is generally evident and sequential; text features help facilitate comprehension	Connections are often implicit, subtle, or ambiguous; organization exhibits discipline-specific traits; any text features are essential to comprehension
LCC		Language is explicit and literal, with mostly familiar vocabulary; mostly simple sentences	Language is often explicit and literal but includes some academic, archaic, or words with complex meaning; some complex sentences with subordinate phrases or clauses	Abstract, ironic, and/or figurative language; archaic and academic vocabulary and domain- specific words; complex sentences with subordinate phrases and clauses
KD		The text explores a single theme; the subject matter relies on little or no discipline-specific knowledge; any references or allusions are fully explained in the text	The text explores several themes; the subject matter involves some discipline-specific knowledge; some references or allusions; the meaning of references or allusions are partially explained	Text explores complex or abstract themes; the subject matter relies on discipline-specific knowledge; text is dependent on allusions or references that require inference and evaluation
LM		One level of meaning; theme is obvious and revealed early in the text	Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety	Multiple levels of meaning that may be difficult to identify and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text
P		Primary purpose is narrowly focused, and explicitly stated; the text has a singular perspective	Primary purpose is not explicit but is easily inferred; the text may include multiple perspectives	Text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract

Reader and task measure ●●○○○ RL: 2

The **reader and task measure** in green considers the complexity of the tasks that accompany the texts and the demands that these tasks place on readers. In determining this measure, Amplify considers the placement of texts within a unit, grade, or program; the knowledge demands and the supports put in place to scaffold this knowledge; the complexity of the key tasks and sequence of steps leading up to those tasks.

Accessible ●

Tasks and activities are typically straightforward or highly engaging; do not require abstract inferencing; or substantial external knowledge or experience.

Moderate ●●●

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Complex ●●●●●

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; and draw on the knowledge they have built throughout Amplify. Areas of high complexity balanced by scaffolds and engaging activities.

A variety of genres

The Amplify units expose students to a wide variety of text genres and types, identified in this document with the following abbreviations:

LITERATURE	INFORMATIONAL
L/S - Story	I/LN - Literary Nonfiction
L/D - Drama	I/H - Historical
L/P - Poetry	I/S&T - Scientific and Technical

Florida sample texts are highlighted throughout in orange type.



Grade 6 units

6A: Dahl & Narrative



Reading with the B.E.S.T. Benchmark Modules

- Structure
- Central Idea
- Figurative Language

QT: **790L–1090L**
QL: **2**
RT: **2**

BIG IDEA
The power of first-person memoir to capture the experiences and emotions of childhood

READING
Observe how an author creates a character

WRITING
Focus on a moment in the text and develop a unique perspective about it

ACTIVITY HIGHLIGHTS
Respond with constructive comments to peers' writing

TEXT FEATURES
Memoir with vivid descriptions and 20th-century British slang

6B: Mysteries & Investigations



Reading with the B.E.S.T. Benchmark Modules

- Argument
- Paraphrasing and Summarizing
- Structure
- Central Idea
- Purpose and Perspective

QT: **750L–1320L**
QL: **3**
RT: **3**

BIG IDEA
Investigators' approaches to medical and criminal mysteries

READING
Assess the credibility of evidence used to support conclusions

WRITING
Explain which trait is most useful to problem-solving investigators

ACTIVITY HIGHLIGHTS
Evidence evaluation app: Evaluate the evidence that supports or refutes three competing scientific theories

Role-play: Assume the identity of a medical experiment volunteer and debate the ethics of human subjects

Detective apps: Use the Caught Red-Handed and Scene of the Crime apps to investigate clues and draw conclusions alongside Sherlock Holmes

TEXT FEATURES
Detective stories, inductive reasoning, narrative nonfiction of scientific discoveries

6C: The Chocolate Collection



Reading with the B.E.S.T. Benchmark Modules

- Poetry
- Purpose and Perspective
- Understanding Rhetoric
- Argument
- Comparative Reading

QT: **860L–1540L**
QL: **4**
RT: **4**

BIG IDEA
Facts and stories of chocolate through the ages and across cultures

READING
Identify and compare various authors' purposes and perspectives

WRITING
Synthesize information from several sources to develop an argument

ACTIVITY HIGHLIGHTS
Independent research: Construct research questions and explore reliable and valid sources online

Debate: Use rhetorical appeals to argue for or against including chocolate in school lunches

Multimedia presentation: Create an interactive timeline to illustrate research findings

TEXT FEATURES
Primary and secondary source materials, varied topics and perspectives

6D: The Greeks



Reading with the B.E.S.T. Benchmark Modules

- Theme
- Perspective and Point of View
- Understanding Rhetoric
- Literary Elements

L
- QT: **610L–1140L**
- QL: **4**
- RT: **3**

BIG IDEA
Humans vs. gods in Ancient Greece

READING
Analyze the connections between symbols, characters, and themes in mythology

WRITING
Write about the development of a shared theme in two texts

ACTIVITY HIGHLIGHTS
Quest: Explore the world of Olympian gods and meet the characters of Greek mythology

Performance: Interpret the text by acting out scenes from Greek myths

Myths in your own words: Re-imagine Greek myths by changing point of view, chronology, or key details

TEXT FEATURES
Modern prose retellings of myths and translation of ancient narrative poem

6E: Summer of the Mariposas



Reading with the B.E.S.T. Benchmark Modules

- Comparative Reading
- Literary Elements
- Theme
- Perspective and Point of View
- Figurative Language

i
- QT: **840L–1300L**
- QL: **3**

L
- RT: **4**

BIG IDEA
The hero's journey through Aztec mythology

READING
Trace a character's arc from the beginning of a novel to the end

WRITING
Analyze how character traits assist a heroic character on their journey

ACTIVITY HIGHLIGHTS
Hero's journey map: Complete your own map of the hero's journey in *Summer of the Mariposas*

Aztec Lotería cards: Research Aztec mythology and use Lotería-inspired templates to present key figures

Meet the author: Watch and discuss videos of Guadalupe Garcia McCall, author of *Summer of the Mariposas*

TEXT FEATURES
Latinx YA novel incorporating magical realism, Aztec mythology, hero's journey

6F: The *Titanic* Collection



Reading with the B.E.S.T. Benchmark Modules

- Purpose and Perspective
- Comparative Reading
- Paraphrase and Summarize

i
- QT: **800L-1620L**

L
- QL: **4**
- RT: **4**

BIG IDEA
The lives and experiences of the *Titanic* passengers

READING
Compare and contrast perspectives on a single event

WRITING
Develop a question, conduct research, and create a multimedia project

ACTIVITY HIGHLIGHTS
Role-play: Assume the identity of an actual *Titanic* passenger, then research their experience and write a letter from their point of view

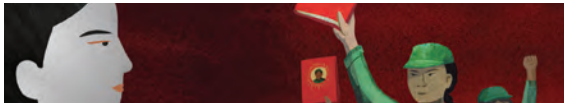
Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create social media passenger profiles and share insights with the class

TEXT FEATURES
Compelling artifacts from voyage, including menus, journals, letters, photographs

Grade 7 units

7A: *Red Scarf Girl* & Narrative



Reading with the B.E.S.T. Benchmark Modules

- Central Idea
- Purpose and Perspective
- Structure

(i) QT: **780L–1130L**
QL: **3**
RT: **2**

BIG IDEA
The impact of social and political forces on individual experiences

READING
Examine the differences between a character's thoughts and actions

WRITING
Use revision to strengthen elaboration

ACTIVITY HIGHLIGHTS
Narrative writing: Use dialogue, details, and description to bring a moment to life

Writing workshops: Respond with constructive comments to peers' writing

Author-led discussion: Watch videos of Ji-li Jiang, author of *Red Scarf Girl*, and discuss the role of propaganda in her world

TEXT FEATURES
Memoir of the Chinese Cultural Revolution, historical propaganda images

7B: Character & Conflict



Reading with the B.E.S.T. Benchmark Modules

- Literary Elements
- Theme
- Figurative Language
- Understanding Rhetoric
- Perspective and Point of View

(i) QT: **870L–1400L**
QL: **3**
(L) RT: **3**

BIG IDEA
The impact of societal restrictions and racism on individual dreams and family dynamics

READING
Analyze a character's unconscious motivations

WRITING
Make thematic connections across genres

ACTIVITY HIGHLIGHTS
Performance: Interpret text details by acting out scenes from *A Raisin in the Sun*

Integrate media formats: Compare and contrast film versions of a play with the original script

Quest: Explore the world of mid-20th century Chicago through photographs, speeches, and documents

TEXT FEATURES
Memoir, poetry, mid-20th-century drama about a Black family

7C: Brain Science



Reading with the B.E.S.T. Benchmark Modules

- Argument
- Paraphrasing and Summarizing
- Comparative Reading
- Central Idea
- Purpose and Perspective

(i) QT: **970L–1460L**
QL: **4**
RT: **4**

BIG IDEA
Brain development and brain disorders

READING
Synthesize central ideas developed throughout text sections and across text features

WRITING
Describe facts, explain concepts, and use logical reasoning to support claims

ACTIVITY HIGHLIGHTS
Perception Academy Quest, discussions to refine conceptual understanding

TEXT FEATURES
Narrative and informational nonfiction about discoveries in brain science

7D: Poetry & Poe



Reading with the B.E.S.T. Benchmark Modules

- Perspective and Point of View
- Literary Elements
- Theme
- Poetry
- Understanding Rhetoric

L
QT: **580L–1530L**
QL: **4**
RT: **3**

BIG IDEA
Visual storytelling and the art of suspense

READING
Analyze the influence of unreliable narrators

WRITING
Compare and contrast characters' perspectives

ACTIVITY HIGHLIGHTS
Storyboard app: Use a digital storyboard to visualize different perspectives in "The Tell-Tale Heart"

Debate: Apply a legal definition and argue a narrator's sanity

Integrate media formats: Write a movie review that compares and contrasts an animated adaptation with the original text

TEXT FEATURES
American poetry and Gothic literature with unreliable narrators

7E: The Frida & Diego Collection



Reading with the B.E.S.T. Benchmark Modules

- Poetry
- Figurative Language
- Comparative Reading
- Paraphrasing and Summarizing

i
QT: **910L–1430L**
QL: **5**
L
RT: **4**

BIG IDEA
Art as personal, cultural, and political expression

READING
Analyze how figurative language conveys an author's tone and perspective

WRITING
Synthesize information from several sources to develop an argument

ACTIVITY HIGHLIGHTS
Creative writing: Compare Frida and Diego's writing to a Shakespearean sonnet and create your own

Socratic seminar: Engage in student-led discussions about research topics

Multimedia presentation: Create a digital collage to present individual insights to the class

TEXT FEATURES
Paintings, memoirs, articles, letters portraying unconventional artists

7F: The Gold Rush Collection



Reading with the B.E.S.T. Benchmark Modules

- Structure
- Argument
- Comparative Reading

i
QT: **1020L–1600L**
QL: **4**
L
RT: **4**

BIG IDEA
The diverse characters and disparate conditions of the California Gold Rush

READING
Compare and contrast how authors with differing perspectives address related topics

WRITING
Develop a question, conduct research, and create a multimedia project

ACTIVITY HIGHLIGHTS
Role-play: Assume the identity of a gold rush participant and write a diary from their point of view

Develop information literacy: Evaluate the reliability and credibility of online informational sources

Multimedia presentation: Create an interactive timeline to illustrate research findings

TEXT FEATURES
Primary and secondary source documents, poems, lyrics, maps, and images

Grade 8 units

8A: Perspectives & Narrative



Reading with the B.E.S.T. Benchmark Modules

- Purpose and Perspective
- Central Idea

(i) QT: **890L–1120L**
QL: **3**
RT: **3**

BIG IDEA
Making sense of individual, cultural, and familial identity within conflicting forces of society

READING
Notice the impact of author's craft and structure

WRITING
Write a narrative about a childhood memory

ACTIVITY HIGHLIGHTS
Narrative writing: Use dialogue, details, and description to bring a childhood memory to life

Writing workshops: Practice narrative writing techniques modeled in mentor texts and respond with constructive comments to peers' writing

Meet the author: Watch and discuss videos of Kaitlyn Greenidge, author of "My Mother's Garden"

TEXT FEATURES
WWII memoir, contemporary coming-of-age narratives, issues of equity

8B: Liberty & Equality



Reading with the B.E.S.T. Benchmark Modules

- Purpose and Perspective
- Argument
- Figurative Language
- Paraphrasing and Summarizing
- Understanding Rhetoric

(i) QT: **880L–1500L**
QL: **5**
(L) RT: **4**

BIG IDEA
The meaning of "all men are created equal"

READING
Evaluate how an author builds an argument and uses rhetoric in a narrative text

WRITING
Analyze how authors use language to make a case for liberty and equality

ACTIVITY HIGHLIGHTS
Integrate media formats: Analyze Chadwick Boseman's performance of the opening of Douglass's narrative

Speech writing: Use mentor texts to prepare and deliver an abolitionist speech at an Anti-Slavery Fair

Quest: Explore personal testimonies, songs, photographs, and other Emancipation-era documents

TEXT FEATURES
19th-century language and syntax, slave narratives, and political rhetoric

8C: Science & Science Fiction



Reading with the B.E.S.T. Benchmark Modules

- Literary Elements
- Theme
- Perspective and Point of View
- Poetry
- Comparative Reading
- Structure

(i) QT: **570L–1540L**
QL: **4**
(L) RT: **4**

BIG IDEA
Creators vs. creations

READING
Analyze an author's use of universal themes and archetypes

WRITING
Argue opposing claims about a character and resolve the contradiction

ACTIVITY HIGHLIGHTS
The creature in your own words: Draw on graphic novel illustrations to tell the story from the creature's point of view

Archetype analysis: Compare and contrast passages from *Frankenstein* with excerpts from Genesis and "Prometheus"

Debate: Argue central questions about whether the creature deserves a mate and which character deserves more sympathy

TEXT FEATURES
Gothic text in graphic form, archaic language, biblical and mythological allusions

8D: Shakespeare's Romeo & Juliet



Reading with the B.E.S.T. Benchmark Modules

- Theme
- Perspective and Point of View
- Poetry
- Figurative Language
- Paraphrasing and Summarizing

L
QT: **N/A**
QL: **5**
RT: **3**

BIG IDEA
The forces of love vs. the forces of hate

READING
Paraphrase Shakespearean English and trace extended metaphors

WRITING
Choose between contradictory positions and argue with evidence

ACTIVITY HIGHLIGHTS
Recite Shakespeare: Memorize and perform the Prologue to *Romeo and Juliet*

Extend the metaphor: Analyze Shakespeare's use of figurative language and create new metaphors for Romeo to praise Juliet

Integrate media formats: Compare and contrast film versions of a play with the original script

TEXT FEATURES
Drama with Elizabethan language and structures, inverted syntax, extensive figurative language

8E: Holocaust: Memory & Meaning



Reading with the B.E.S.T. Benchmark Modules

- Literary Elements
- Argument
- Understanding Rhetoric
- Structure

i
QT: **800–1200L**
L
QL: **4**
RT: **5**

BIG IDEA
The influences of and responses to the Holocaust

READING
Synthesize multiple accounts to develop understanding and empathy

WRITING
Analyze the impact of propaganda and explain the response to unfolding events

ACTIVITY HIGHLIGHTS
Remembrance poems: Read and write poems on the theme of remembrance

Propaganda analysis: Analyze anti-Semitic propaganda and other techniques that Nazis used to turn Germany against its Jewish citizens

Meet the author: Use video interviews with survivor Irene Butter to reflect on what we can learn from the Holocaust

TEXT FEATURES
Poems, articles, memoirs, graphic novel, portrayals of sensitive content

8F: The Space Race Collection



Reading with the B.E.S.T. Benchmark Modules

- Central Idea
- Paraphrasing and Summarizing

i
QT: **870L–1490L**
L
QL: **5**
RT: **4**

BIG IDEA
The successes and sacrifices of space exploration

READING
Integrate information from a variety of sources and perspectives to develop a nuanced understanding of complex topics

WRITING
Develop a question, conduct research, and create a multimedia project

ACTIVITY HIGHLIGHTS
Develop information literacy: Evaluate the reliability and credibility of online informational sources

Role-play: Research an astronaut or cosmonaut and write blogs from their point of view

Socratic seminar: Engage in student-led discussions about research topics

TEXT FEATURES
Primary and secondary source documents, speeches, and images

Grade 6 curriculum map

6A: Dahl & Narrative



Unit summary

Students begin with narrative writing to quickly boost their writing production, learn the foundational skill of Focus, and become comfortable with key classroom habits and routines they will use all year. Equally important, teachers use this focus on narrative to establish a strong, targeted feedback cycle and to create a vibrant classroom community of readers and writers where diverse experiences and perspectives are at the center of instruction. Students then apply their new observational skills to lively readings from Roald Dahl's memoir, *Boy: Tales of Childhood*, and learn how to work closely with textual evidence.

Roald Dahl's 1984 memoir describes a childhood filled with contrasts of love and cruelty, mischief and suffering, humor and anguish. All the sensitivity, bravado, and drama of childhood are present, conveyed in the adult Dahl's compact, powerful prose, brimming with sensory detail. Lessons target Dahl's ability to describe a complexity of emotions over the arc of one's experiences and emphasize Dahl's use of language and structure to convey his central ideas. At the end of the unit, students write an essay arguing whether the boys or the adults cause more trouble in the book.

Reading with the B.E.S.T. Benchmark Modules

- Structure
- Central Idea
- Figurative Language

QT: 790L-1090L ●●●○○ QL: 2 ●●○○○ RT: 2 ●●○○○

Rationale(s) for QL

- The subject matter relies on little discipline knowledge and/or is fully explained
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics



Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (10 lessons)
- SU3: *Boy: Tales of Childhood* by Roald Dahl (12 lessons)

Summative assessments

- SU4: Write an Essay: Argumentative (4 lessons)
- Dahl & Narrative Unit Reading Assessment

Essay prompt

Who does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

Vocabulary Module

Context Clues

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.R.2.1
- ELA.6.R.2.2
- ELA.6.R.2.3
- ELA.6.R.3.1
- ELA.6.C.1.2
- ELA.6.C.1.3
- ELA.6.C.1.4
- ELA.6.C.1.5
- ELA.6.C.2.1
- ELA.6.C.3.1
- ELA.6.V.1.3



Texts in the unit

Core texts

- *Boy: Tales of Childhood* by Roald Dahl I/LN, 1090L
- *Lincoln: a Photobiography* by Russell Freedman I/H, 1040L
- Harriet Tubman: *Conductor on the Underground Railroad* by Ann Petry I/H, 790L
- *Treasure Island* by Robert Louis Stevenson L/S, 1070L

Extra texts

- Excerpt from *The Adventures of Tom Sawyer* by Mark Twain
- Excerpt from *Tony Hawk: Professional Skateboarder* by Tony Hawk and Sean Mortimer I/LN
- Excerpt from *The Story of My Life* by Helen Keller I/H
- Excerpt from *The Secret Garden* by Frances Hodgson Burnett L/S
- Excerpts from *Inside Out & Back Again* by Thanhha Lai L/S

6B: Mysteries & Investigations



Unit summary

Students read like an investigator to embark on a multi-genre study into the mesmerizing world of scientific and investigative sleuthing. *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain and Sir Arthur Conan Doyle's Sherlock Holmes stories take place in the late 19th century, when medical diagnostics and criminal investigations were still evolving into scientific fields.

The lessons based on *The Secret of the Yellow Death* challenge students to grapple with clues, evidence, and scientific data to make meaning and support their own claims as Dr. Walter Reed and his team of scientific investigators collaborate with their Cuban counterparts to seek the truth about yellow fever. They explore the ethics of the team's experiments and consider how current scientists and healthworkers approach issues of public health. Students' work with tracing the evidence in *The Secret of the Yellow Death* helps them as they move on to closely read two Sherlock Holmes stories, breaking down deductive observations of a crime scene to understand how the detective breaks seemingly unsolvable mysteries wide open. In an optional performance task, students can connect their knowledge of epidemiology and the work of scientists in the time of yellow fever to a contemporary article about the novel coronavirus. At the end of the unit, students write an essay explaining which trait is most useful to problem-solving investigators.

Reading with the B.E.S.T. Benchmark Modules

- Argument
- Paraphrasing and Summarizing
- Structure
- Central Idea
- Purpose and Perspective

i L QT: **750L–1320L** QL: **3** RT: **3**

Rationale(s) for QL

- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires some discipline-specific knowledge but references are largely explained

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Fever (1 lesson)
- SU2: *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain (15 lessons)
- SU3: "The Speckled Band" by Sir Arthur Conan Doyle (6 lessons)
- SU4: "The Red-Headed League" by Sir Arthur Conan Doyle (4 lessons)

Summative assessments

- SU5: Write an Essay: Expository (5 lessons)
- SU6: Clarify & Compare: Comparing Purposes and Perspectives (1 lesson)
  - *The Secret of the Yellow Death*
  - "Monster or Machine? A Profile of the Coronavirus at 6 Months"
- Mysteries & Investigations Unit Reading Assessment

Essay prompt

People—like scientists, detectives, and health workers—take many approaches to solving problems. They may take bold and brave action, work methodically, think carefully and logically, collaborate with others, or try new approaches.

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

Include two examples of individuals demonstrating this characteristic in your response.

Vocabulary Module

Connotations and Denotations

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.R.2.1
- ELA.6.R.2.2
- ELA.6.R.2.3
- ELA.6.R.2.4
- ELA.6.R.3.2
- ELA.6.R.3.3
- ELA.6.C.1.2
- ELA.6.C.1.3
- ELA.6.C.1.4
- ELA.6.C.1.5
- ELA.6.C.3.1
- ELA.6.C.5.2
- ELA.6.V.1.1



Texts in the unit

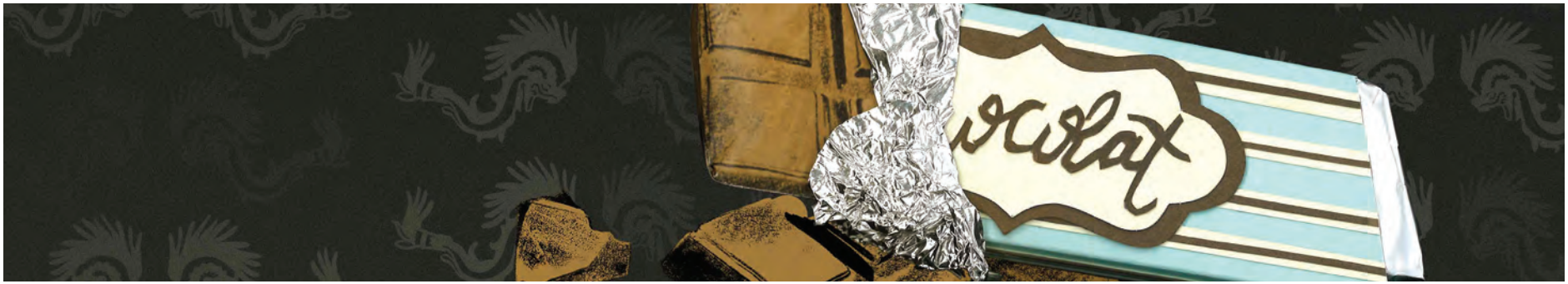
Core texts

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain I/H, 1010L
- *Fever 1793* by Laurie Halse Anderson L/S, 750L
- Letter from Mabel H. Lazear to Dr. James Carroll I/H, 1160L
- "Yellow Fever Circles Brazil's Huge Cities" by Shasta Darlington and Donald G. McNeil Jr. I/H, 1170L
- The Hippocratic Oath I/S&T, 990L
- "The Speckled Band" by Sir Arthur Conan Doyle L/S, 1090L
- "The Red-Headed League" by Sir Arthur Conan Doyle L/S, 1070L
- "Monster or Machine? A Profile of the Coronavirus at 6 Months" by Alan Burdick I/S&T, 1000L
- "Eulogy of the Dog" by George Vest I/H, 1320L
- *Lincoln: a Photobiography* by Russell Freedman I/H, 1040L
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs I/LN, 1140L

Extra texts

- "See It Through" by Edgar Guest L/P
- Excerpt from "Outwitting Nature's Greatest Killer" by Mark Johnson, Mark Hoffman, & Devi Shastri I/S&T
- Excerpt from "Young Goodman Brown" by Nathaniel Hawthorne L/S
- Excerpt from "A Mysterious Visit" by Mark Twain L/S

6C: The Chocolate Collection



Unit summary

In this Collection, students explore primary documents and conduct independent research to understand the diverse roles that chocolate has played in cultures around the world. These primary and secondary articles, artifacts, and images cover the 3,700-year history of chocolate and take students on an odyssey that includes ancient times in Mexico, as well as the Olmec, Mayan, and Aztec people and their cultures, through to current day issues in chocolate production, including the movement for better labor practices and reduced habitat destruction. Students build information literacy skills, learn how to craft and then answer a research question, and collaborate to draft procedures for and then conduct a Socratic seminar. They learn how to construct an evidence-based argument, and use those skills to write a short piece aimed at convincing readers that their favorite kind of chocolate is the best, debate whether or not chocolate should be included in school lunches, and draft a persuasive letter to a local candy store owner.

Throughout these activities, students learn to develop their positions by identifying and researching source documents and constructing explanations and arguments on solid, relevant evidence and information. Students also compare the rhetorical appeals used in two texts that urge readers to take action against the issues of slavery and slave-like working conditions. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research project—part essay, part interactive timeline.

Reading with the B.E.S.T. Benchmark Modules

- Poetry
- Purpose and Perspective
- Understanding Rhetoric
- Argument
- Comparative Reading

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i L QT: **860L–1540L** QL: **4** RT: **4**

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

- Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Argumentative Writing and Collection Research (4 lessons)
- SU4: Debate and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Expository or Argumentative (6 lessons); Multimedia Project (2 lessons)
- SU6: Clarify & Compare: Making an Appeal (1 lesson)
  - "Is it Fair to Eat Chocolate?"
  - *Incidents in the Life of a Slave Girl*
- The Chocolate Collection Unit Reading Assessment

Essay prompt

Research Option 1: Chocolate and Slavery

When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.

Vocabulary Module

Greek and Latin Roots

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.R.1.4
- ELA.6.R.2.3
- ELA.6.R.2.4
- ELA.6.R.3.2
- ELA.6.R.3.3
- ELA.6.R.3.4
- ELA.6.C.1.3
- ELA.6.C.1.4
- ELA.6.C.1.5
- ELA.6.C.2.1
- ELA.6.C.3.1
- ELA.6.C.4.1
- ELA.6.C.5.1
- ELA.6.C.5.2



Texts in the unit

Core texts

- "Prehistoric Americans Traded Chocolate for Turquoise?" from *National Geographic News* by Christine Dell'Amore I/H, 1360L
- Letter from Lord Rothschild to Laurence Fish I/H, 1120L
- "Pilot Dropped Candy into Hearts of Berlin" by *ABC News* I/H, 1040L
- Appendix C Statement from *Labour in Portuguese West Africa* by William A. Cadbury I/H, original version: 1650L, adapted version: 1410L, paraphrased version: 1050L
- "Is It Fair to Eat Chocolate?" from *Skipping Stones* by Deborah Dunn I/LN, 1020L
- "Eat More Chocolate, Win More Nobels?" from *Associated Press* by Karl Ritter and Marilynn Marchione I/S&T, 1310L
- "Can Chocolate Be Good for My Health?" by Katherine Zeratsky, R.D., L.D. I/S&T, 1110L
- "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* by Mary Brophy Marcus I/H, 1540L
- "Chocolate" from *American Smooth* by Rita Dove L/P, Lexile n/a,
- Act I, Scene Eight from *Così fan tutte: English National Opera Guide 22* L/D, Lexile n/a,
- *Chocolat* by Joanne Harris L/S, 860L
- *The Dharma Bums* by Jack Kerouac L/S, 970L
- "The Sweet Lure of Chocolate" by Jim Spadaccini I/H, 970L
- "The Tropics" from *The Story of Chocolate* by National Confectioners Association's Chocolate Council I/S&T, 1110L
- "Good Harvest" from *All Animals* magazine/The Humane Society of the United States by Karen E. Lange I/H, 1190L
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs I/LN, 1140L
- "The House on the Hill" by Edwin Arlington Robinson L/P
- *Lincoln: A Photobiography* by Russell Freedman I/H, 1040L
- "Eulogy of the Dog" by George Vest I/H, 1320L

Extra texts

- Excerpt from *The Autobiography of Benjamin Franklin* by Benjamin Franklin I/H
- Excerpt from *Life on the Mississippi* by Mark Twain I/H
- Excerpt from *A History of US 10: All the People Since 1945* by Joy Hakim I/H

6D: The Greeks



Unit summary

Students closely explore and analyze three stories from Greek mythology: Prometheus, Odysseus, and Arachne. Drawing on the routines and skills established in previous units, these lessons ask students to move from considering the state of a single person—themselves or a character—to contemplating broader questions concerning the role people play in the world and the various communities they inhabit. Independent reading assignments provide students the opportunity to explore additional Greek, Roman, and Middle Eastern myths.

"Prometheus" is an excerpt from Bernard Evslin's book *Heroes, Gods and Monsters of the Greek Myths*. This myth raises a number of engaging questions about justice, responsibility, and what it means to be human. Homer's epic poem *The Odyssey* recounts the story of Odysseus as he makes his journey home from the Trojan War. These lessons challenge students to consider how character traits can be both beneficial and harmful, and what constitutes leadership. "Arachne," a poem by Ted Hughes, offers a retelling of Ovid's original tale of the weaver Arachne asserting herself in front of the more powerful Minerva. In this sub-unit, students confront the question of how humans should conduct themselves and the line between pride and arrogance. Each of these myths show characters debating big questions about human nature, and students examine the use of rhetorical appeals to defend various perspectives. Students also have the opportunity to write variations of two of these myths, showcasing their own perspectives on these themes of honor and justice. At the end of the unit, students write an essay arguing whether characters from two of these myths are destroyed by their pride.

Reading with the B.E.S.T. Benchmark Modules

- Theme
- Perspective and Point of View
- Understanding Rhetoric
- Literary Elements

L QT: **610L–1140L** QL: **4** RT: **3**

Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous and/or revealed over the course of the text
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Prometheus (6 lessons)
- SU2: Odysseus (7 lessons)
- SU3: Arachne (6 lessons)

Summative assessments

- SU4: Write an Essay: Argumentative (5 lessons)
- SU5: Clarify & Compare: The Impact of Point of View (1 lesson)
  - *The Odyssey*
  - *Black Ships Before Troy*
- The Greeks Unit Reading Assessment

Quest

- *Myth World*

Essay prompt

Using two of the following characters—the humans from "Prometheus," Odysseus from *The Odyssey*, or Arachne from "Arachne"—answer the following question: Are humans destroyed by their pride? Why or why not? Use your answer to stake a claim about whether or not these characters have been destroyed by their pride. Be sure to support your claim with textual evidence.

Vocabulary Module

Synonyms and Antonyms

Spotlight Benchmarks

- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.6.R.1.1
- ELA.6.R.1.2
- ELA.6.R.1.3
- ELA.6.R.3.3
- ELA.6.R.3.4
- ELA.6.C.1.2
- ELA.6.C.1.3
- ELA.6.C.1.4
- ELA.6.C.1.5
- ELA.6.C.2.1
- ELA.6.C.3.1
- ELA.6.C.5.2



Texts in the unit

Core texts

- "Prometheus" from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- "Daedalus" from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- "Demeter" from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- *The Odyssey* by Homer, translated by E.V. Rieu L/S, 1140L
- "Arachne" from *Selected Tales from Ovid* by Ted Hughes L/S, Lexile n/a
- *The Arabian Nights' Entertainments*, "Second Voyage," by Andrew Lang L/S, 1270L
- *Black Ships Before Troy* by Rosemary Sutcliff L/S, 1140L
- *Little Women* by Louisa May Alcott L/S, 1300L
- *A Long Walk to Water* by Linda Sue Park L/S, 610L
- *The Phantom Tollbooth* by Norton Juster L/S, 840L

Extra texts

- Excerpt from *Prometheus Bound* by Aeschylus L/S
- Excerpt from *A Wonder Book and Tanglewood Tales for Girls and Boys*, "Circe's Palace," by Nathaniel Hawthorne, L/S
- Excerpt from "The Picture Minerva Wove" by Carolyn Sherwin Bailey L/S

6E: Summer of the Mariposas



Unit summary

Students read *Summer of the Mariposas* by Guadalupe Garcia McCall, a novel that follows the journey of the Garza sisters into Mexico and back. Students dive into this retelling of *The Odyssey* through a contemporary Latinx lens as they explore sibling and extended-family relationships. Instead of the traditional portrait of an independent male hero, students follow five fully drawn sisters as they work together to take their version of the traditional hero's journey, fighting their own battles, having adventures, and navigating relationships as they journey to find themselves, each other, and their family. Using the hero's journey structure and Homer's *Odyssey* as inspiration, McCall creates a world in which Mexican folklore and Aztec legends are woven into the more realistic experiences of Odilia and her sisters.

Over the course of the unit, students consider how characters change and develop, compare McCall's retelling to episodes from Homer's *Odyssey*, contrast the sisters' fictional journey to the nonfiction account of a migrant boy's journey, and create a map of this hero's journey. Students also research Aztec mythology to create their Aztec lotería card for the classroom gallery, explore the symbolism of the mariposa and participate in fishbowl discussions to collaboratively discuss a central theme of the meaning of family. In an optional performance task, students consider the influence of narrative point of view as they compare two texts from different time periods about sister relationships. After completing the novel, students write an essay explaining what allows one of the heroes of *Summer of the Mariposas* to be successful in specific moments.

Reading with the B.E.S.T. Benchmark Modules

- Comparative Reading
- Literary Elements
- Theme
- Perspective and Point of View
- Figurative Language

i L QT: 840L–1300L QL: 3 RT: 4

Rationale(s) for QL

- Levels of meanings and/or theme may be conveyed with some subtlety.
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: *Summer of the Mariposas* by Guadalupe Garcia McCall (20 lessons)

Summative assessments

- SU2: Write an Essay: Expository (5 lessons)
- SU3: Clarify & Compare: The Influence of Point of View (1 lesson)
  - *Summer of the Mariposas*
  - *Little Women*
- Summer of the Mariposas Unit Reading Assessment

Essay prompt

What is a special characteristic or source of strength for one of the Garza sisters? How does this characteristic or strength help her succeed in any two moments of her hero's journey?

Vocabulary Module

Figurative Language

Spotlight Benchmarks

- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.R.1.1
- ELA.6.R.1.2
- ELA.6.R.1.3
- ELA.6.R.3.1
- ELA.6.R.3.3
- ELA.6.C.1.3
- ELA.6.C.1.4
- ELA.6.C.1.5
- ELA.6.C.2.1
- ELA.6.C.4.1
- ELA.6.C.5.2
- ELA.6.V.1.1

Texts in the unit

Core texts

- *Summer of the Mariposas* by Guadalupe Garcia McCall L/S, 840L
- *The Odyssey,* a graphic novel by Gareth Hinds L/S, 940L
- *The Odyssey* by Homer, translated by E.V. Rieu L/S, 1140L
- *Enrique's Journey* by Sonia Nazario I/LN, 860L
- *Little Women* by Louisa May Alcott L/S, 1300L
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs I/LN, 900L
- "Speech to National Council of Negro Women" by Condoleezza Rice I/H, 1010L

Extra texts

- Excerpt from "The Boy and the Bayonet" by Paul Laurence Dunbar L/S
- Excerpt from *A Wonder Book and Tanglewood Tales for Girls and Boys* by Nathaniel Hawthorne, "The Minotaur" L/S
- "Mariposa" by Edna St. Vincent Millay L/S



6F: The *Titanic* Collection



Unit summary

In this Collection, students explore documents and conduct independent research to better understand what really happened on the fateful night in 1912 when the *Titanic* sank in the North Atlantic Ocean. Students build information literacy skills and learn what information can be gleaned from research artifacts like menus from the *Titanic*'s 1st, 2nd, and 3rd class dining rooms, photos and drawings of the ship itself, transcripts of the final telegraph communications, and newspaper accounts of the sinking and its aftermath. They are each assigned a passenger from the *Titanic*'s manifest and consider gender and class issues as they research and write narrative accounts from the point of view of their passenger. They also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the *Titanic* story.

Throughout these activities, students learn to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand the ethical uses of information. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part multimedia project.



Reading with the B.E.S.T. Benchmark Modules

- Purpose and Perspective
- Comparative Reading
- Paraphrase and Summarize

i L QT: **800L-1620L** QL: **4** RT: **4**

Rationale(s) for QL

- Text structure is generally straightforward and contains features essential to comprehension
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Passport and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Expository or Argumentative (6 lessons); Multimedia Project (2 lessons)
- The *Titanic* Collection Unit Reading Assessment

Essay prompt

Research Option 1: Who's to blame for the loss of life on the *Titanic*?

Research a list of several parties involved in the tragedy. Some options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the Carpathia, and the White Star Line's owners and shipbuilders.

Research Option 2: Who were the *Titanic* orphans?

Write an informative essay detailing the experience of the two young children known as the *Titanic* Orphans.

Vocabulary Module

Prefixes and Suffixes

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.6.R.2.3
- ELA.6.R.3.2
- ELA.6.R.3.3
- ELA.6.C.1.2
- ELA.6.C.1.3
- ELA.6.C.1.4
- ELA.6.C.1.5
- ELA.6.C.2.1
- ELA.6.C.3.1
- ELA.6.C.4.1
- ELA.6.C.5.1
- ELA.6.C.5.2



Texts in the unit

Core texts

- Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror* by Jay Henry Mowbray, Ph.D., LL.D I/H, original version: 1500L, adapted version: 1200L, paraphrased version: 1000L
- A Letter from Mary Lines I/H, 800L
- "Testimony of Olaus Abelseth" from United States Senate Inquiry I/H
- Chapter 7—"There Is Your Beautiful Nightdress Gone" from *A Night to Remember* by Walter Lord I/H,1120L
- Various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic* I/H
- Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters* by Logan Marshall (I/H, original version: 1330L, adapted version: 1270L, paraphrased version: 960L
- Untitled Poem read at the *Titanic* Memorial Dedication in Belfast, Ireland—June 1920, anonymous L/P
- "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers." from *The New York Times* I/H, 1170L
- Discovery of the *Titanic* by *Lapham's Quarterly* editors I/H, 1170L
- "Rusticles on *Titanic* Contain New Iron-Eating Bacteria, Study Says" from *Epoch Times* by Jack Phillips I/S&T, 1350L
- "The Iceberg Was Only Part of It" from *The New York Times* by William J. Broad I/H, 1260L
- Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland I/H, 1620L
- *Black Ships Before Troy* by Rosemary Sutcliff L/S, 1140L

Extra texts

- "The Harvest Of The Sea (On the sinking of the 'Titanic')" by Charles Hanson Towne L/P
- Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers" I/H

Grade 6 Poetry in America



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's close reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, students work with Richard Blanco's evocative poem, "Looking for The Gulf Motel," which recalls a childhood vacation with his Cuban immigrant family. Students use Blanco's discussion of the "mirror effect" to analyze his rich imagery, and end the sub-unit by taking a turn at composing their own "Gulf Motel" poems.

In Sub-unit 2, Coleman Barks's poem, "Glad," playfully juxtaposes a young girl's heroics on the soccer field with the imagery and diction of an epic, allowing students to consider how Barks's use of language and the sonnet form helps them understand the poem's commentary on the emphasis of winners and losers in modern sports.

In Sub-unit 3, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem, "Those Winter Sundays," and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life (this sub-unit is made available across grades 6–8).

i L QL: 3 RT: 2

Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities do not require substantial external knowledge or experience

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Looking for The Gulf Motel" by Richard Blanco, L/P
- "Glad" by Coleman Barks, L/P
- "Those Winter Sundays" by Robert Hayden, L/P

Core lessons

- SU1: "Looking for the Gulf Motel" (3 lessons)
- SU2: "Glad" (3 lessons)
- SU3: "Those Winter Sundays" (3 lessons)

Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.R.1.2
- ELA.6.R.1.3
- ELA.6.R.1.4
- ELA.6.R.3.1
- ELA.6.R.3.3
- ELA.6.C.1.2



Amplify Grammar



The Amplify Florida Edition digital Grammar unit enables teachers to assign students self-guided grammar instruction and practice that will cover all standards called out in the Florida Conventions Progression Standards. Sub-units are paired by topic: one covers foundational material on the topic and one contains more advanced and "stretch" material. Middle grade teachers and students share access to the full range of topics and lessons within the Grammar unit, so teachers select the content that best meets their students' needs while exposing students to key grammar topics for the middle grades. Teachers integrate this instruction into their core instructional pathway using the Amplify Flex Days within the core units. To introduce or review topics with students, teachers use the related lessons or drills on the topic found in Amplify's *Mastering Conventions* PDFs, also available within this unit.

Core lessons

- Sub-unit 1: What Is a Complete Sentence? (8 Lessons)
- Sub-unit 2: Expanding the Complete Sentence (8 Lessons)
- Sub-unit 3: Understanding the Pronoun (5 Lessons)
- Sub-unit 4: Pronoun Usage: Agreement and Reference (5 Lessons)
- Sub-unit 5: Verb Tense (4 Lessons)
- Sub-unit 6: Verb Moods, Modals, and Voice (4 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Printable Instructional Resources

- *Mastering Conventions One: Grammar and Punctuation*
- *Mastering Conventions Two: Grammar and Punctuation*
- *Mastering Conventions Three: Grammar and Punctuation*
- *Mastering Conventions Four: Spelling*

Benchmarks

- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.C.1.5
- ELA.6.C.3.1

Grade 6 Beginning Story Writing

Unit summary

In this unit, students get to practice their creative writing skills, learning the elements of storytelling and character development, and the importance of vivid language. Students gain a sense of ownership over their writing as they experiment with the impact of their authorial choices on sentences, word choice, character traits, and plot twist. As students consider how to use these elements to create a story, they also gain tools to help them effectively and incisively analyze a piece of literature.

Students begin with creating a character, observing and recording details, and writing about their characters in mundane situations to make them nuanced and believable. This situational setting allows students to create a secondary character for their own story and develop dialogue. After some explicit instruction about the structure of a story, students pull all their skills together to write a story and practice the most important part of creative writing—revision.

Core lessons

- Sub-unit 1: Creating a Believable Character (9 Lessons)
- Sub-unit 2: Experimenting With a Second Character (10 Lessons)
- Sub-unit 3: Writing a Short Story (5 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Benchmarks

- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.6.C.1.2
- ELA.6.C.1.5
- ELA.6.C.3.1
- ELA.6.C.5.2

Novel Guides

Amplify ELA Florida's Novel Guides provide middle school teachers with flexible study guides for the books they most want to teach and provide students with lean, targeted instruction that follows the pedagogy in core units. The diverse selection of books in this series presents a range of genres and themes, from mystery to non-fiction and from social justice to identity and courage.

The Novel Guides—housed in the Amplify Library—are designed to be used flexibly and offer suggestions for implementation. Here are two titles that align to the grade 6 topics and skills:

6A: *Brown Girl Dreaming* by Jacqueline Woodson

As your students practice using observational details to focus and develop one narrative moment, this poetic memory offers a model of how small details convey both experience and emotion.

6E: *Inside Out & Back Again* by Thanhha Lai

As students complete *Summer of the Mariposas*, this memoir of another family's journey offers an opportunity for further discussions about family and heroic journeys.

Grade 7 curriculum map

7A: *Red Scarf Girl* & Narrative



Unit summary

Students begin with narrative writing to quickly boost their writing production and to learn the foundational skill of Focus. Teachers use this focus on narrative to establish a strong, targeted feedback cycle and to create a vibrant classroom community of readers and writers where diverse experiences and perspectives are at the center of instruction. After exploring the details of how they describe their own experiences and emotions, students pay the same kind of close attention to analyzing the details presented in the unit's core text: Ji-li Jiang's *Red Scarf Girl,* her memoir of growing up during China's Cultural Revolution.

Set against a vast landscape of dramatic events, Ji-li's story makes these society-shaking upheavals feel human-sized by tracing their impact on the experiences of an ordinary young woman. This memoir broadens student awareness of a key moment in Chinese and world history, while connecting this history to relatable themes like adolescents' relationships to authority figures and clashing family and peer loyalties. Students explore how Ji-li Jiang feels increasingly drawn in different directions by a range of conflicting forces: her desire to join the revolution and replace the corrupt old world with a pure new one; her empathy for the people who are damaged and destroyed by this cleansing; her longing to escape the shadow cast by her family's history; and her love for her family. Lessons emphasize Jiang's use of first-person narrative point of view, and narrative techniques like dialogue and detail to convey her central ideas. At the end of the unit, students write an essay tracing one way Ji-li changes over the course of her story.

Reading with the B.E.S.T. Benchmark Modules

- Central Idea
- Purpose and Perspective
- Structure

QT: **780L–1130L** QL: **3** RT: **2**

Rationale(s) for QL

- The subject matter requires some discipline-specific knowledge but references are largely explained
- Primary purpose of texts is clearly stated

Rationale(s) for RT

Tasks and activities are typically straightforward or highly engaging; activities often require inferencing; do not require substantial external knowledge or experience.

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (12 lessons)
- SU3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang (12 lessons)

Summative assessments

- SU4: Write an Essay: Expository (5 lessons)
- *Red Scarf Girl* & Narrative Unit Reading Assessment

Essay prompt

What is one way Ji-li changes over the course of her story?

Vocabulary Module

Context Clues

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.R.2.1
- ELA.7.R.2.2
- ELA.7.R.2.3
- ELA.7.C.1.2
- ELA.7.C.1.3
- ELA.7.C.1.4
- ELA.7.C.1.5
- ELA.7.C.5.2
- ELA.7.V.1.3

Texts in the unit

Core texts

- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang I/LN, 780L
- *Freedom Walkers* by Russell Freedman I/H, 1130L
- "Give Me Liberty or Give Me Death" Speech by Patrick Henry I/H, 940L
- *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer I/H, 1130L

Extra texts

- Excerpt from *A Christmas Carol* by Charles Dickens L/S
- "A Boy's Summer Song" by Paul Laurence Dunbar L/P
- Excerpt from *Colors of the Mountain* by Da Chen I/LN



7B: Character & Conflict



Unit summary

Students analyze characters' responses to conflict and examine how authors use the interactions between characters and events to develop theme and perspective. Students read "Sucker," a short story by Carson McCullers, and *A Raisin in the Sun*, a play by Lorraine Hansberry. Both texts are grounded in a nuanced, deeply compassionate understanding of how families facing hardships can both support and inflict harm on each other, and both provide students with rich opportunities to observe the growth and change of characters whose motivations are often hidden, even from themselves. In addition, the complexity of the characters and dynamics in Lorraine Hansberry's groundbreaking play allows students multiple ways to discuss and analyze issues of individual and cultural identity, familial obligations, and differing notions of success; all through the eyes of family members who pull together in spite of the challenges society places upon them and their own distinct aspirations.

Throughout the unit, students focus on what motivates and challenges different characters, trace literary elements and themes, and analyze how characters use figurative language and rhetorical appeals to convince others of their perspectives. Students also compare the characters' experiences in Lorraine Hansberry's play to Langston Hughes's poem, "Harlem," and an excerpt from Hansberry's memoir, *To Be Young, Gifted and Black*. In an optional performance task, students compare and contrast how two authors wrote about the civil rights movement in the early 1960s. Finally, the immersive Quest—*Black, White and Blues in Chicago*—allows students to explore the lives and characters from *A Raisin in the Sun*, while gaining a deeper knowledge of African American history with an emphasis on Civil Rights Era thinkers and ideas.

Reading with the B.E.S.T. Benchmark Modules

- Literary Elements
- Theme
- Figurative Language
- Understanding Rhetoric
- Perspective and Point of View

i L QT: **870L–1400L** QL: **3** RT: **3**

Rationale(s) for QL

- Levels of meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: "Sucker" by Carson McCullers (5 lessons)
- SU2: *A Raisin in the Sun* by Lorraine Hansberry (16 lessons)
- SU3: Dreams Deferred (2 lessons)

Summative assessments

- SU4: Write an Essay: Expository (5 lessons)
- SU5: Clarify & Compare: Achieving Purpose with Diction and Syntax (1 lesson)
  - *To Be Young, Gifted and Black*
  - President Johnson's Address to Congress, 1963
- Character & Conflict Unit Reading Assessment

Essay prompt

Describe one way your character changes from the beginning to the end of the play.

Vocabulary Module

Connotations and Denotations

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.R.1.1
- ELA.7.R.1.2
- ELA.7.R.1.3
- ELA.7.R.2.3
- ELA.7.R.3.1
- ELA.7.R.3.3
- ELA.7.R.3.4
- ELA.7.C.1.3
- ELA.7.C.1.4
- ELA.7.C.1.5
- ELA.7.C.2.1
- ELA.7.C.3.1
- ELA.7.C.5.2
- ELA.7.V.1.1
- ELA.7.V.1.3

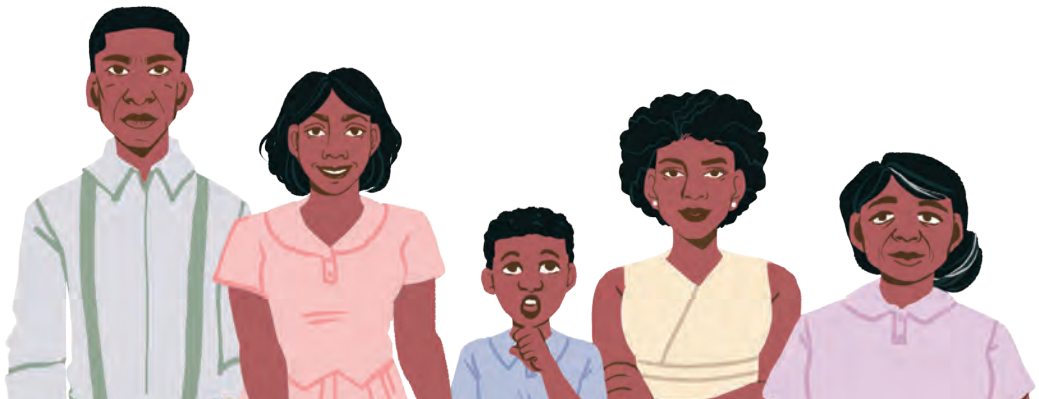
Texts in the unit

Core texts

- "Sucker" by Carson McCullers L/S, 870L
- *A Raisin in the Sun* by Lorraine Hansberry L/D
- "Harlem" by Langston Hughes L/P
- *To Be Young, Gifted and Black: An Informal Autobiography* by Lorraine Hansberry I/LN, 1400L
- Address Before a Joint Session of the Congress, November 27, 1963 by Lyndon Baines Johnson I/LN, 1190L
- *The Prince and the Pauper* by Mark Twain L/S, 1160L
- "Sonnet 18" by William Shakespeare L/P
- *The Count of Monte Cristo* by Alexandre Dumas L/S, 1080L
- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass I/LN, 1060L
- "The Eyes Have It" by Philip K. Dick L/S, 580L

Extra texts

- Excerpt from "The Gift of the Magi" by O. Henry L/S
- "Mother to Son" by Langston Hughes L/P
- "Dreams" by Langston Hughes L/P



7C: Brain Science



Unit summary

Students explore a series of narrative nonfiction and informational texts that expose the intricate workings of the brain, challenge their concept of what it means to be human, and allow them to consider how their own growing brains are impacted by daily experiences. This unit supports students as they build awareness of their unique cognitive strengths and challenges, and of the ways in which they can exert control over their own learning.

Lessons emphasize the analysis of informational text structures and scientific arguments. In *Phineas Gage: A Gruesome but True Story About Brain Science*, students trace the immediate and long term impact of Phineas's extraordinary brain injury, the remarkable efforts of doctors and scientists to learn from his survival, and the early understanding of brain structure and function that grew from that knowledge. Through readings from *Inventing Ourselves: The Secret Life of the Teenage Brain*, students add information to their working model of the brain and consider whether and how adolescent behavior may or may not be shaped by their developing brains. In excerpts from Oliver Sacks's book *The Man Who Mistook His Wife for a Hat*, students apply their growing understanding of how the brain functions to modern brain injury cases. Finally, the *Perception Academy* Quest lets students experience daily life with a brain injury and diagnose the region of their brain that is injured based on their symptoms.

Reading with the B.E.S.T. Benchmark Modules

- Argument
- Paraphrasing and Summarizing
- Comparative Reading
- Central Idea
- Purpose and Perspective

QT: **970L–1460L** QL: **4** RT: **4**

Rationale(s) for QL

- The subject matter requires discipline-specific knowledge or references to other texts
- Texts may include multiple purposes or be stated implicitly

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman (11 lessons)
- SU2: *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore (5 lessons)
- SU3: *The Man Who Mistook His Wife for a Hat* by Oliver Sacks (3 lessons)

Summative assessments

- SU4: Write an Essay: Expository (5 lessons)
- SU5: Clarify & Compare: Analyzing Reasoning in Arguments (1 lesson)
  - *Inventing Ourselves: The Secret Life of the Teenage Brain*
  - "The Destructive Male"
- Brain Science Unit Reading Assessment

Quest

- *Perception Academy*

Essay prompt

Compare and contrast Phineas's behavior and brain to those of an adolescent.

Vocabulary Module

Greek and Latin Roots

Spotlight Benchmarks

- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.R.2.1
- ELA.7.R.2.2
- ELA.7.R.2.3
- ELA.7.R.2.4
- ELA.7.R.3.2
- ELA.7.R.3.3
- ELA.7.C.1.2
- ELA.7.C.1.3
- ELA.7.C.1.4
- ELA.7.C.1.5
- ELA.7.C.2.1
- ELA.7.C.5.2
- ELA.7.V.1.1
- ELA.7.V.1.3

Texts in the unit

Core texts

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman I/H, 1030L
- *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore I/S&T, 1310L
- *The Man Who Mistook His Wife for a Hat* by Oliver Sacks I/S&T, 970L
- The majority and dissenting opinions in *Roper vs. Simmons* I/H
- "Demystifying the Adolescent Brain," by Laurence Steinberg I/S&T, 1420L
- "The Destructive Male" by Elizabeth Cady Stanton I/H, 1460L
- "On Women's Right to Vote" by Susan B. Anthony I/H, 1160L

Extra texts

- "Sonnet—To Science" by Edgar Allan Poe L/P
- "The Brain" by Emily Dickinson L/P
- "Recovery from the Passage of an Iron Bar Through the Head" by John M. Harlow, MD I/S&T



7D: Poetry & Poe



Unit summary

In this unit, students learn a set of visualization techniques to read like a movie director. First, they read poems by D. H. Lawrence, Federico García Lorca and Emily Dickinson to learn to form mental images while reading. Then, they read three texts by Edgar Allan Poe—"The Tell-Tale Heart," "The Cask of Amontillado," and "The Raven"—and use Poe's meticulous narrative and visual details to create storyboards that help them make their mental images concrete and discover the unreliability of first-person narrators. Students analyze point of view, characters, settings, sounds/soundtracks, and mood to explain the reason for their choices. They also watch thoughtful, animated adaptations of "The Raven" and "The Cask of Amontillado" and compare the movie adaptations to the original texts. After reading these stories, students participate in the murder mystery Quest, *Who Killed Edgar Allan Poe?* where they investigate the crime scene and interrogate characters to find and interpret clues and ultimately solve the mystery. In an optional performance task, students compare two literary texts that develop themes related to justice and revenge. At the end of the unit, students write an essay arguing whether they can trust the narrator of one of the unit's texts.



Reading with the B.E.S.T. Benchmark Modules

- Perspective and Point of View
- Literary Elements
- Theme
- Poetry
- Understanding Rhetoric

L

QT: **580L–1530L**

QL: **4**

RT: **3**

Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous, and/or revealed over the course of the text
- Language is generally complex in word usage, level of abstraction and sentence complexity

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Poetry (4 lessons)
- SU2: "The Tell-Tale Heart" by Edgar Allan Poe (7 lessons)
- SU3: "The Cask of Amontillado" by Edgar Allan Poe (6 lessons)
- SU4: "The Raven" by Edgar Allan Poe (6 lessons)

Summative assessments

- SU5: Write an Essay: Argumentative (5 lessons)
- SU6: Clarify & Compare: Comparing Themes and Perspectives (1 lesson)
  - "The Cask of Amontillado"
  - *The Count of Monte Cristo*
- Poetry & Poe Unit Reading Assessment

Quest

- *Who Killed Edgar Allan Poe?*

Essay prompt

Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?

Vocabulary Module

Figurative Language

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.R.1.1
- ELA.7.R.1.2
- ELA.7.R.1.3
- ELA.7.R.1.4
- ELA.7.R.3.1
- ELA.7.R.3.2
- ELA.7.R.3.3
- ELA.7.R.3.4
- ELA.7.C.1.3
- ELA.7.C.1.4
- ELA.7.C.1.5
- ELA.7.C.2.1
- ELA.7.C.5.1
- ELA.7.C.5.2
- ELA.7.V.1.3



Texts in the unit

Core texts

- "The White Horse" by D. H. Lawrence L/P
- "The Silence" by Federico García Lorca L/P
- "A narrow fellow in the grass" by Emily Dickinson L/P
- "The Tell-Tale Heart" by Edgar Allan Poe L/S, 820L
- M'Naghten Rule, from *Queen v. M'Naghten* I/H, 1530L
- "The Cask of Amontillado" by Edgar Allan Poe L/S, 800L
- "The Raven" by Edgar Allan Poe L/P
- "Sonnet 116" by William Shakespeare L/P
- *The Count of Monte Cristo* by Alexandre Dumas L/S, 1080L
- "The Eyes Have It" by Philip K. Dick L/S, 580L

Extra texts

- "Chicago" by Carl Sandburg L/P
- Excerpt from "The Yellow Wallpaper" by Charlotte Perkins Gilman L/S
- "The Charge of the Light Brigade" by Alfred, Lord Tennyson L/P
- "A Poison Tree" by William Blake L/P

7E: The Frida & Diego Collection



Unit summary

In this Collection, students explore primary source documents and conduct independent research to learn about two of Mexico's most famous and provocative artists, Diego Rivera and Frida Kahlo, an extraordinary couple who lived in extraordinary times. Students learn how this iconic couple drew inspiration from Latin American folklore, politics, imagery, and customs.

In each sub-unit, students analyze primary source materials with a goal of building their ability to independently research a topic, generate a question, select and analyze reliable sources, and write using those sources. Students build information literacy skills and use their visual analytic skills to "close read" key paintings. Students learn to determine if a source is reliable and understand the ethical uses of information; construct their own research questions, and explore the Internet for answers; compare Frida and Diego's use of descriptive writing to Shakespeare's; analyze how figurative language can be used as a rhetorical device; and participate in a Socratic seminar about the complicated issues inherent in the work of Frida and Diego. As summative assignments, students can synthesize all of the skills they've developed to tackle a culminating research assignment, and/or they can design and plan their own digital collage to showcase and present their unique researched interpretation of the work and legacy of Kahlo and Rivera.

Reading with the B.E.S.T. Benchmark Modules

- Poetry
- Figurative Language
- Comparative Reading
- Paraphrasing and Summarizing

i L QT: **910L–1430L** QL: **5** RT: **4**

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language is generally complex in word usage, level of abstraction and sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Descriptive Writing and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay : Research-based Expository or Argumentative (6 lessons); Multimedia Project (2 lessons)
- SU6: Clarify & Compare: Persuading with Figurative Language (1 lesson)
  - "Sonnet 18" by William Shakespeare
  - "Sonnet 130" by William Shakespeare
- The Frida & Diego Collection Unit Reading Assessment

Essay prompt

Research Option 1: Informative Essay
Frida Kahlo: The Early Years

Why did Frida Kahlo begin painting? How did this circumstance affect the type of paintings that she did? What did that mean for her long-term career? Write an informative essay about the beginning and development of Frida's artistic work.

Research Option 2: Argumentative Essay
Who has the right to decide what public art should be: the artist or the public?

There was controversy surrounding Diego Rivera's mural "Detroit Industry." Why did many people object to this work of art? What role does the public play when a work of art is being commissioned for a public space? What role does the artist play? Should Rivera have followed the demands of the public or was he right to follow his artistic instincts?

Vocabulary Module

Prefixes and Suffixes

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.7.R.1.4
- ELA.7.R.3.1
- ELA.7.R.3.2
- ELA.7.R.3.3
- ELA.7.R.3.4
- ELA.7.C.1.2
- ELA.7.C.1.3
- ELA.7.C.1.4
- ELA.7.C.1.5
- ELA.7.C.2.1
- ELA.7.C.4.1
- ELA.7.C.5.1
- ELA.7.C.5.2
- ELA.7.V.1.1



Texts in the unit

Core texts

- "Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera" from *The New York Times* I/H, 1430L
- "Frida Becomes My Wife" from *My Art, My Life: An Autobiography* by Diego Rivera I/H, 910L
- "Detroit Industry: The Murals of Diego Rivera" from NPR.org by Don Gonyea I/H, 1150L
- "Letter to Ella and Bertram Wolfe" from *The Letters of Frida Kahlo: Cartas Apasionadas* I/H, 990L
- "Statement by Frida Kahlo" from *My Art, My Life: An Autobiography* by Diego Rivera I/H, 910L
- "Life with Frida" from *Frida's Fiestas: Recipes and Reminiscences of Life with Frida Kahlo* by Guadalupe Rivera and Marie-Pierre Colle I/H, 1180L
- "Frida Kahlo" from *Smithsonian* by Phyllis Tuchman I/H, 1090L
- "Sonnet 116" by William Shakespeare L/P
- "Sonnet 130" by William Shakespeare L/P
- "Sonnet 18" by William Shakespeare L/P

Extra texts

- "To F--" by Edgar Allan Poe L/P

7F: The Gold Rush Collection



Unit summary

In this Collection, students explore primary documents and conduct independent research to better understand the complex story of the California gold rush. Students build information literacy skills and learn how to construct their own research questions and explore the Internet for answers. They also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the gold rush story.

Throughout these activities, students conduct research to learn about the wide diversity of people who took part in the California gold rush. They compare and contrast a fictional portrayal with historical accounts and use the information they gather to write narrative accounts from the point of view of a specific person living through this complex and dynamic era. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part media project.



Reading with the B.E.S.T. Benchmark Modules

- Structure
- Argument
- Comparative Reading

i L QT: **1020L–1600L** QL: **4** RT: **4**

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Dear Diary and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Expository or Argumentative (6 lessons); Multimedia Project (2 lessons)
- The Gold Rush Collection Unit Reading Assessment

Essay prompt

Research Option 1: Was the gold rush good for the state of California?

Like all things, it depends on how you look at it. Who benefited from the gold rush (remember to consider different populations such as Native Americans and immigrants)? How and why? How did the gold rush affect California in the short term? How did it shape the California we know today? Conduct research and write an argumentative essay that persuades the reader toward your point of view.

Research Option 2: Who was John Sutter? Who was Elsa Jane Guerin?

Choose one of these two famous figures from the gold rush era and start digging. Where did this person come from? Did he or she strike it rich? Has his or her legacy had a lasting impact on the state of California? Conduct research and write an informative essay on one of these fascinating characters from the Old West.

Vocabulary Module

Synonyms and Antonyms

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.R.2.1
- ELA.7.R.2.4
- ELA.7.R.3.3
- ELA.7.C.1.2
- ELA.7.C.1.3
- ELA.7.C.1.4
- ELA.7.C.1.5
- ELA.7.C.2.1
- ELA.7.C.3.1
- ELA.7.C.4.1
- ELA.7.C.5.1
- ELA.7.C.5.2



Texts in the unit

Core texts

- "California Culinary Experiences" from *The Overland Monthly* by Prentice Mulford I/H, original version: 1220L, adapted version: 1130L, paraphrased version: 900L
- "Letter the Tenth: Amateur Mining—Hairbreadth 'Scapes, &c." from *The Shirley Letters from California Mines in 1851–1852* by Dame Shirley I/H, original version: 1600L, adapted version: 1120L, paraphrased version: 510L
- Chapter XXVII and Chapter XXVIII from *Roughing It* by Mark Twain I/LN, 1170L
- "Pioneers! O Pioneers!" from *Leaves of Grass* by Walt Whitman L/P
- "Oh My Darling, Clementine" by Percy Montrose L/P
- Chapter 3—"The Magic Equation" from *California: The Great Exception* by Carey McWilliams I/S&T, 1200L
- Preface and Chapter XI from *Sights in the Gold Region, and Scenes by the Way* by Theodore T. Johnson I/H, 1410L
- July 22–August 10, 1849, *The Gold Rush Diary of Ramón Gil Navarro* by Ramón Gil Navarro I/H, 1020L
- Chapter 8—"Good Haul of Diggers" from *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* by Jerry Stanley I/H, 1130L
- "The Toil of Trace and Trail" from *The Call of the Wild* by Jack London, L/S, 1120L
- Address Before a Joint Session of the Congress, November 27, 1963 by Lyndon Baines Johnson I/H, 1190L
- Farewell Address by Dwight Eisenhower I/H, 1170L

Extra texts

- "A Letter from Gold Mountain" from *Good Fortune: My Journey to Gold Mountain* by Li Keng Wong I/LN
- Excerpt from *Murphy, Gold Rush Dog* by Alison Heart L/S
- Excerpt from *A History of US 5: Liberty For All 1820–1860* by Joy Hakim I/H

Grade 7 Poetry in America



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's close reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Then, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, Kay Ryan's poem, "Carrying a Ladder," conjures up the hilarity, frustrations, and rewards of hauling around a real ladder. Students have fun with these concrete scenarios before diving into the poem's possible figurative meanings, including common adolescent feelings of ambition and self-doubt. Students end by composing their own extended metaphor poem to express something they "carry" with them.

In Sub-unit two, Emma Lazarus's iconic poem, "The New Colossus," allows students to analyze visual symbol, form, and allusion as they consider the different values of the Old World and the New World, and what it means to be an immigrant and an American.

In Sub-unit 3, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem, "Those Winter Sundays," and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life (this sub-unit is made available across grades 6–8).

i L QL: 3 RT: 2

Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities do not require substantial external knowledge or experience

Poetry in America activity highlights:

Discussions with annotated guides
Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations
Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses
Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Carrying a Ladder" by Kay Ryan, L/P
- "The New Colossus" by Emma Lazarus, L/P
- "Those Winter Sundays" by Robert Hayden, L/P

Sub-units and # of lessons

- SU1: "Carrying a Ladder" (3 lessons)
- SU2: "The New Colossus" (3 lessons)
- SU3: "Those Winter Sundays" (3 lessons)

Benchmarks

- ELA.7.R.1.1
- ELA.7.R.1.2
- ELA.7.R.1.3
- ELA.7.R.1.4
- ELA.7.R.3.1
- ELA.7.R.3.3
- ELA.7.R.3.4
- ELA.7.V.1.3
- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.C.1.2
- ELA.7.C.3.1
- ELA.7.C.5.2

Amplify Grammar



The Amplify Florida Edition digital Grammar unit enables teachers to assign students self-guided grammar instruction and practice that will cover all standards called out in the Florida Conventions Progression Standards. Sub-units are paired by topic: one covers foundational material on the topic and one contains more advanced and "stretch" material. Middle grade teachers and students share access to the full range of topics and lessons within the Grammar unit, so teachers select the content that best meets their students' needs while exposing students to key grammar topics for the middle grades. Teachers integrate this instruction into their core instructional pathway using the Amplify Flex Days within the core units. To introduce or review topics with students, teachers use the related lessons or drills on the topic found in Amplify's *Mastering Conventions* PDFs, also available within this unit.

Core lessons

- Sub-unit 1: What Is a Complete Sentence? (8 Lessons)
- Sub-unit 2: Expanding the Complete Sentence (8 Lessons)
- Sub-unit 3: Understanding the Pronoun (5 Lessons)
- Sub-unit 4: Pronoun Usage: Agreement and Reference (5 Lessons)
- Sub-unit 5: Verb Tense (4 Lessons)
- Sub-unit 6: Verb Moods, Modals, and Voice (4 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Printable Instructional Resources

- *Mastering Conventions One: Grammar and Punctuation*
- *Mastering Conventions Two: Grammar and Punctuation*
- *Mastering Conventions Three: Grammar and Punctuation*
- *Mastering Conventions Four: Spelling*

Benchmarks

- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.C.1.5
- ELA.7.C.3.1

Grade 7 Intermediate Story Writing

In this unit, students get to practice their creative writing skills, learning the elements of storytelling and character development, and the importance of vivid language. Students gain a sense of ownership over their writing as they experiment with the impact of their authorial choices on sentences, word choice, character traits, and plot twist. As students consider how to use these elements to create a story, they also gain tools to help them effectively and incisively analyze a piece of literature.

Students begin with creating a character, observing and recording details, and writing about their characters in mundane situations to make them multi-faceted and believable. As students explore the situation, they pay particular attention to their characters' point of view and the perspective this conveys about the setting and action. After some explicit instruction about the structure of a story—particularly the idea of character change and growth—students pull all their skills together to write a story and practice the most important part of creative writing—revision.

Sub-units

- Sub-unit 1: Creating a Believable Character (10 Lessons)
- Sub-unit 2: Experimenting With a Second Character (7 Lessons)
- Sub-unit 3: Writing a Short Story (6 Lessons)

Benchmarks

- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.7.C.1.2
- ELA.7.C.1.3
- ELA.7.C.1.5
- ELA.7.C.5.2

Novel Guides

Amplify ELA Florida's Novel Guides provide middle school teachers with flexible study guides for the books they most want to teach and provide students with lean, targeted instruction that follows the pedagogy in core units. The diverse selection of books in this series presents a range of genres and themes, from mystery to non-fiction and from social justice to identity and courage.

The Novel Guides—housed in the Amplify Library—are designed to be used flexibly and offer suggestions for implementation. Here are two titles that align to the grade 7 topics and skills:

7B: *The Watsons Go to Birmingham*—1963 by Christopher Paul Curtis

As students consider how characters struggle both together and against each other when faced with challenges, this story of a family trip to visit relatives down South in the summer of 1963 provides a funny, poignant, and complex portrait of two siblings coming of age against the backdrop of the Civil Rights struggle.

7E: *When I Was Puerto Rican* by Esmeralda Santiago

As students study how Frida and Diego used their art to celebrate their people and culture, Esmeralda Santiago's richly evocative depictions of her childhood island showcase the equal power of writing to evoke time, place, and people.

Grade 8 curriculum map

8A: Perspectives & Narrative



Unit summary

Students learn to read like writers—to pay attention to the craft of writing and the moves a good writer makes to shape the way the reader sees a scene or feels about a character, to stir us up, to surprise us, or to leave us wondering what will happen next. This early focus on the student writer is designed to help place student voices at the center of learning.

In the Get Started sub-unit, students are introduced to the core literacy skills of focus and showing, hone their powers of observation and concentration, and practice the fundamental classroom routines of sharing and feedback that draw them into a collaborative community of readers and writers. In the Narrative Writing sub-unit, students study three examples of narrative writing—passages from Roald Dahl's *Going Solo*, Amy Tan's "Fish Cheeks," and Kaitlyn Greenidge's "My Mother's Garden"—closely reading each text to discover how the authors use key narrative writing skills to convey their ideas. They also discuss themes of belonging/not belonging as they explore Tan's and Greenidge's snapshots of Asian and African American adolescence. Students respond to writing prompts that alternate between analytic and narrative writing, and write a short personal narrative about a moment from their childhood. The unit culminates in an essay where students argue whether the mothers in "Fish Cheeks" and "My Mother's Garden" are role models.

Reading with the B.E.S.T. Benchmark Modules

- Purpose and Perspective
- Central Idea

QT: **890L–1120L** QL: **3** RT: **3**

Rationale(s) for QL

- Language is literal and familiar
- Text structure is generally straightforward but often implicit
- Texts may include multiple purposes or be stated implicitly

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (9 lessons)
- SU3: Narrative Writing (10 lessons)

Summative assessments

- SU4: Write an Essay: Argumentative (5 lessons)
- Perspectives & Narrative Unit Reading Assessment

Essay prompt

Are the mothers featured in "Fish Cheeks" and "My Mother's Garden" role models for their daughters? Why or why not?

Vocabulary Module

Synonyms and Antonyms

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.2.1
- ELA.8.R.2.2
- ELA.8.R.2.3
- ELA.8.C.1.2
- ELA.8.C.1.3
- ELA.8.C.1.4
- ELA.8.C.1.5
- ELA.8.C.3.1
- ELA.8.C.5.2
- ELA.8.V.1.3

Texts in the unit

Core texts

- *Going Solo* by Roald Dahl I/LN, 1080L
- "Fish Cheeks" by Amy Tan I/LN, 890L
- "My Mother's Garden" by Kaitlyn Greenidge I/LN, 990L
- *The Glass Castle* by Jeanette Walls I/LN, 1010L
- *The Girl Who Loved Tom Gordon* by Stephen King L/S, 970L
- *The Life of Pi* by Yann Martel L/S, 830L
- *The Princess Bride* by William Goldman L/S, 870L
- *The Phantom Tollbooth* by Norton Juster L/S, 1000L
- "Blessings of Liberty and Education" by Frederick Douglass I/H 1120L
- "On Woman's Rights" by Sojourner Truth I/H, 950L

Extra texts

- Excerpt from *The Bad Beginning* by Lemony Snicket L/S
- Excerpt from *Davy and the Goblin* by Charles E. Carryl L/S



8B: Liberty & Equality



Unit summary

Students study the writings of both famous and lesser-known Americans who were critically, intellectually, and physically engaged in a debate about the meaning of the words "all men are created equal" during the Civil War time period. Each text gives students a different perspective on the American ideal.

Students read excerpts from Walt Whitman's *Leaves of Grass* and try on his poetic form and use of figurative language to capture what is essential about themselves. Frederick Douglass's powerful voice and abolitionist argument, set forth in his *Narrative of the Life of Frederick Douglass*, is the students' guiding voice as they reflect on, discuss, write about, and debate ideas of equality, opportunity, justice, and freedom. The text introduces students to the young Douglass as he moves toward personal liberation, and provides the opportunity for students to analyze Douglass's potent rhetoric and powerful arguments against slavery. Students also read passages from Harriet Ann Jacobs's *Incidents in the Life of a Slave Girl*, analyzing how her graceful style and detailed picture of life as an enslaved woman paint a powerful portrait of slavery's human cost. For teachers who want to bring in additional accounts and perspectives on slavery in the United States, *The Emancipation Project* Quest contains primary source spoken testimonies, photographs, and period music—many collected as part of the Federal Writers' Project of the 1930s. Next, students read passages from *The Boys' War*, which tells the tale of the very young people who signed up enthusiastically to fight on both sides during the Civil War. Finally, after critically examining the voices of all these eyewitnesses to slavery, the abolitionist movement, and the Civil War, students are asked in their unit essay to consider a central argument from Douglass's *Narrative*, as well as Lincoln's implied question in his Gettysburg Address: What does America mean by "all men are created equal"?

Reading with the B.E.S.T. Benchmark Modules

- Purpose and Perspective
- Argument
- Figurative Language
- Paraphrasing and Summarizing
- Understanding Rhetoric

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i L QT: **880L–1500L** QL: **5** RT: **4**

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language is generally complex in word usage, level of abstraction, and sentence complexity
- The subject matter requires discipline-specific knowledge or references to other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: "Song of Myself" by Walt Whitman (2 lessons)
- SU2: *Narrative of the Life of Frederick Douglass* by Frederick Douglass (14 lessons)
- SU3: *Incidents in the Life of a Slave Girl* by Harriet Jacobs (2 lessons)
- SU4: *The Boys' War* by Jim Murphy (3 lessons)
- SU5: The Gettysburg Address (5 lessons)

Summative assessments

- SU6: Write an Essay: Expository (5 lessons)
- SU7: Clarify & Compare: Arguing for Equality (1 lesson)
  - *Incidents in the Life of a Slave Girl*
  - "On Woman's Rights"
- Liberty & Equality Unit Reading Assessment

Quest

- *The Emancipation Project*

Essay prompt

Choose one:

How does Lincoln, in the Gettysburg Address, try to change what his readers/listeners believe about what it means to be dedicated to the American idea that "All men are created equal"?

How does Douglass, in Narrative of the Life of Frederick Douglass, try to change what his readers believe about what it means to be dedicated to the American idea that "All men are created equal"?

Vocabulary Module

Context Clues

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.1.4
- ELA.8.R.2.1
- ELA.8.R.2.2
- ELA.8.R.2.3
- ELA.8.R.2.4
- ELA.8.R.3.1
- ELA.8.R.3.2
- ELA.8.R.3.3
- ELA.8.R.3.4
- ELA.8.C.1.2
- ELA.8.C.1.3
- ELA.8.C.1.4
- ELA.8.C.1.5
- ELA.8.C.2.1
- ELA.8.C.5.1
- ELA.8.C.5.2
- ELA.8.V.1.1
- ELA.8.V.1.3



Texts in the unit

Core texts

- "Song of Myself" by Walt Whitman L/P
- Gettysburg Address I/H, 1500L
- *The Columbian Orator: Containing a Variety of Original and Selected Pieces Together With Rules, Which Are Calculated to Improve Youth and Others, in the Ornamental and Useful Art of Eloquence* by Caleb Bingham I/H
- *Narrative of Sojourner Truth; a Bondswoman of Olden Time, Emancipated by the New York Legislature in the Early Part of the Present Century; With a History of her Labors and Correspondence*, Drawn from her "Book of life" by Olive Gilbert I/H, 1420L
- Frances Ellen Watkins speech, "Liberty for Slaves" I/H
- John C. Calhoun's speech to the US Senate, 1837 I/H, 1400L
- Frederick Douglass's speech "What to the Slave Is the Fourth of July?" Delivered in Corinthian Hall, Rochester, July 5, 1852. I/H
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs I/LN, 900L
- *The Boys' War* by Jim Murphy I/H, 1060L
- *A Confederate Girl's Diary* by Sarah Morgan Dawson I/LN, 1030L
- Declaration of Independence I/H, 1430L
- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass I/LN, 1060L
- "On Woman's Rights" by Sojourner Truth I/H, 950L
- "A Date Which Will Live in Infamy" by Franklin Roosevelt I/H, 1150L
- *Rip Van Winkle* by Washington Irving L/S, 1180L
- "9/11 Address to the Nation" by George W. Bush I/H, 970L

Extra texts

- Excerpt from *Up from Slavery: An Autobiography* by Booker T. Washington I/H
- Excerpt from "The claims of the Negro, ethnologically considered: an address before the literary societies of Western Reserve College" by Frederick Douglass I/H
- Excerpt from *The Every-Day Life of Abraham Lincoln* by Francis F. Brown I/H

8C: Science & Science Fiction



Unit summary

Students read *Gris Grimly's Frankenstein*, a graphic novel that adds captivating illustrations to an abridgement of the 1818 edition of Mary Shelley's book. Paired with Shelley's text, Grimly's haunting representations of Frankenstein's creature push students to wrestle with some of the text's central themes: a creator's responsibility for their creation, the role of society in shaping our presence in the world, and the promises and risks of scientific inquiry. Students trace Victor's level of sympathy for his creation throughout the story, rewrite key scenes from the creature's point of view, analyze Shelley's allusions to archetypes in mythological and biblical texts, and debate whether Victor owes the creature a companion. At the end of the unit, after research and debate, students write to determine whether or not Victor's creature should ultimately be considered human.

In the "Poetical Science" sub-unit, students read two poems, a speech, and excerpts from Chapter 1 of Walter Isaacson's *The Innovators* to compare and contrast the ways in which William Wordsworth, Lord Byron, and Ada Lovelace viewed man's relationship with technology. The texts in this unit raise the question: Are we the masters of our machines, or are the machines our masters?

Reading with the B.E.S.T. Benchmark Modules

- Literary Elements
- Theme
- Perspective and Point of View
- Poetry
- Comparative Reading
- Structure

i L QT: **570L–1540L** QL: **4** RT: **4**

Rationale(s) for QL

- Text structure contains some sophisticated structural elements
- Language is generally complex in word usage, level of abstraction, and sentence complexity
- Levels of meanings and/or theme may be conveyed with some subtlety

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit. Areas of high complexity balanced by scaffolds and engaging activities.

Sub-units and # of lessons

Core lessons

- SU1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly (17 lessons)
- SU3: Poetical Science (6 lessons)

Summative assessments

- SU2: Write an Essay: Argumentative (5 lessons)
- SU4: Clarify & Compare: Developing Themes and Archetypes (1 lesson)
  - *Frankenstein*
  - *The Strange Case of Dr. Jekyll and Mr. Hyde*
- Science & Science Fiction Unit Reading Assessment

Essay prompt

Is Frankenstein's creature human?

Vocabulary Module

Greek and Latin Roots

Spotlight Benchmarks

- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.1.1
- ELA.8.R.1.2
- ELA.8.R.1.3
- ELA.8.R.1.4
- ELA.8.R.2.1
- ELA.8.R.3.2
- ELA.8.R.3.3
- ELA.8.C.1.2
- ELA.8.C.1.3
- ELA.8.C.1.4
- ELA.8.C.1.5
- ELA.8.C.2.1
- ELA.8.C.5.2



Texts in the unit

Core texts

- *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly L/S, 980L
- Genesis 2, Revised Standard Version L/S, 840L
- "*Frankenstein* (1931) A Man-Made Monster in Grand Guignol Film Story" I/H, 1540L
- "Prometheus," from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- *The Innovators* by Walter Isaacson I/H, 1250L
- "The Tables Turned" by William Wordsworth L/P
- "Debate on the Frame-Work Bill, in the House of Lords" by Lord Byron I/H, 1400L
- "All Watched Over by Machines of Loving Grace" by Richard Brautigan L/P
- Letter 8 in *A Lady's Life in the Rocky Mountains* by Isabella L. Bird I/LN
- *Whiz Kid* in *Steve Jobs: Technology Innovator and Apple Genius* by Matt Doeden I/H, 880L
- *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson L/S, 1060L
- *The Call of the Wild* by Jack London L/S, 1120L
- *The Princess and the Goblin* by George MacDonald L/S, 1030L
- *Things Fall Apart* by Chinua Achebe L/S, 570L
- *To Kill a Mockingbird* by Harper Lee L/S, 610L

Extra texts

- "Pygmalion," from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S
- Excerpts from *Benjamin Franklin: An American Life* by Walter Isaacson I/H
- Excerpt from *History of US 8: Age of Extremes, 1880–1917* by Joy Hakim I/H

8D: Shakespeare's Romeo & Juliet



Unit summary

Students read five excerpts from Shakespeare's *Romeo and Juliet*. The purpose of these lessons is to introduce students to some key elements of Shakespearean English as they close-read a small selection of scenes. After students have finished the unit, they will have learned how to spot and follow an extended metaphor, discovered that they can understand Shakespearean English by putting it into their own words, and be better prepared when they study this play (or another Shakespeare play) in its entirety in high school.

Students practice memorizing and reciting lines from the play's famous Prologue over the course of the unit. The lessons provide multiple opportunities for students to stage their own performances and recitations and "translate" Shakespeare's words into more contemporary language. In several lessons, students focus on the form of Shakespeare's language, particularly the Shakespearean sonnet. In an optional performance task, students compare and contrast themes and archetypes in two literary texts. At the end of the unit, students write an essay arguing whether the forces of love or hate are responsible for Romeo's death.

Reading with the B.E.S.T. Benchmark Modules

- Theme
- Perspective and Point of View
- Poetry
- Figurative Language
- Paraphrasing and Summarizing

L

QT: **N/A** ○○○○○

QL: **5** ●●●●●

RT: **3** ●●●○○

Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous and/or revealed over the course of the text
- Language is generally complex in word usage, level of abstraction, and sentence complexity

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: *Romeo and Juliet* by William Shakespeare (16 lessons)

Summative assessments

- SU2: Write an Essay: Argumentative (5 lessons)
- SU3: Clarify & Compare: Examining Archetypes and Themes (1 lesson)
  - *Romeo and Juliet*
  - "The Gift of the Magi"
- Shakespeare's Romeo & Juliet Unit Reading Assessment

Essay prompt

Was Romeo's death influenced more by the power of love or the forces of hate? Or was it a combination of both?

Vocabulary Module

Figurative Language

Spotlight Benchmarks

- ELA.K12.EE.3.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.1.1
- ELA.8.R.1.2
- ELA.8.R.1.3
- ELA.8.R.1.4
- ELA.8.R.3.1
- ELA.8.R.3.2
- ELA.8.R.3.3
- ELA.8.C.1.3
- ELA.8.C.1.4
- ELA.8.C.1.5
- ELA.8.C.5.1
- ELA.8.C.5.2
- ELA.8.V.1.3

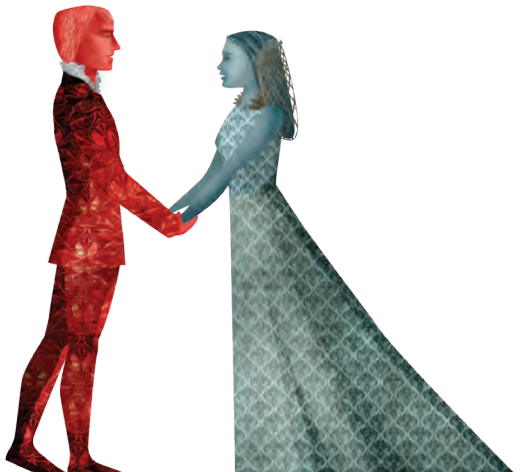
Texts in the unit

Core texts

- *Romeo and Juliet* by William Shakespeare L/D
- "The Gift of the Magi" by O. Henry L/S, 890L
- "The Bells" by Edgar Allan Poe L/P
- "The Yellow Wallpaper" by Charlotte Perkins Gilman L/S 880L

Extra texts

- "Annabel Lee" by Edgar Allan Poe L/P
- "Harlem," the prologue to the book *Street Love* by Walter Dean Myers L/P



8E: Holocaust: Memory & Meaning



Unit summary

Students use a language arts lens and close reading to explore a variety of memoir and primary source materials and dig into two key questions raised by the Holocaust: How do a society and its people become participants (willingly or indifferently) in such an atrocity? And what is the responsibility of those who experienced, witnessed, participated in, or are now learning about these events? The selected materials present events from several different perspectives—those of perpetrators, survivors, victims, bystanders, and witnesses—allowing students to develop a critical understanding of the strategies Nazis used to influence the mindset of a nation, and the human responses to the unfolding of genocide.

First, students analyze "I Cannot Forget," a poem by Holocaust survivor Alexander Kimel that explores the haunting power of memory. Next, students read from the memoir *Shores Beyond Shores*, in which author Irene Butter describes how her Jewish family's happy life in Berlin was slowly destroyed as the Nazis came to power. As a counterpoint, students examine passages by Alfons Heck, an Aryan boy who became an enthusiastic member of the Hitler Youth. Students also explore articles and images that show the Nazi propaganda machine in full swing during the 1936 Olympic Games in Berlin. They analyze how the government sought to showcase the supposed superiority of the Aryan race, and explore how Jessie Owens's historic performance captivated the German audience and "put the lie" to Hitler's rhetoric. Finally, students read excerpts from *Child of Hitler, Maus*, and *Night*, where participants and survivors trace the descent into darkness: from Kristallnacht, to the creation of the ghettos, and eventually to the death camps. As students study these writings, images, and videos, they begin to understand the forces that created and drove the Holocaust and the reactions of people caught up in those forces. In an optional performance task, students examine how two authors writing about racism and the struggle for equal rights use rhetorical appeals and devices to persuade their audience.

Reading with the B.E.S.T. Benchmark Modules

- Literary Elements
- Argument
- Understanding Rhetoric

i L QT: 800L–1200L QL: 4 RT: 5

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Text structure is generally straightforward but often implicit
- The subject matter requires discipline-specific knowledge or references to other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; and draw on the knowledge they have built throughout Amplify. Areas of high complexity balanced by scaffolds and engaging activities.



Sub-units and # of lessons

Core lessons

- SU1: Why Remember? (1 lesson)
- SU2: "True" Germans (3 lessons)
- SU3: The Olympic Games of Berlin (4 lessons)
- SU4: Descending Into Darkness (5 lessons)
- SU5: Never Forget (1 lesson)

Summative assessments

- SU6: Write an Essay: Expository (5 lessons)
- SU7: Clarify & Compare: Using Devices and Making Appeals (1 lesson)
  - "Jesse Owens' Olympic Triumph"
  - "What Does American Democracy Mean to Me?"
- Holocaust: Memory & Meaning Unit Reading Assessment

Essay prompt

The Holocaust did not happen overnight. As the Nazis laid the groundwork for what would eventually become known as the Holocaust, they used a number of strategies to isolate, oppress, and control the Jewish population of Europe, and to convince others to go along with their plan.

Choose two of the strategies that stood out to you as you explored this unit. Using examples from the texts and images you analyzed, describe each strategy and the impact it had.

Vocabulary Module

Connotations and Denotations

Spotlight Benchmarks

- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.1.1
- ELA.8.R.2.1
- ELA.8.R.2.2
- ELA.8.R.2.3
- ELA.8.R.2.4
- ELA.8.R.3.4
- ELA.8.C.1.2
- ELA.8.C.1.3
- ELA.8.C.1.4
- ELA.8.C.1.5
- ELA.8.C.5.2
- ELA.8.V.1.1



Texts in the unit

Core texts

- "I Cannot Forget" by Alexander Kimel I/LN
- *A Child of Hitler* by Alfons Heck I/H, 1200L
- "Helene Mayer, Fencing Champ, Says She'll Try for the Olympics" from *Jewish Daily Bulletin* I/H, 1220L
- "100,000 Hail Hitler; U.S. Athletes Avoid Nazi Salute to Him" by Frederick T. Birchall from *The New York Times* I/H, 1220L
- "Jesse Owens' Olympic Triumph" from *Ebony* by Lerone Bennett, Jr. I/H, 1100L
- *Maus I: My Father Bleeds History* by Art Spiegelman I/LN, 500L
- *Night* by Elie Wiesel I/LN, 990L
- *Shores Beyond Shores* by Irene Butter I/LN, 660L
- "What Does American Democracy Mean to Me?" by Mary McLeod Bethune I/H, 1140L
- *The Chosen* by Chaim Potok L/S, 1130L

Extra texts

- Excerpt from *Hero on a Bicycle* by Shirley Hughes L/S

8F: The Space Race Collection



Unit summary

In this Collection, students explore primary documents and conduct independent research to better understand the Space Race, a fierce competition between two of the world's superpowers that continued for nearly 18 years. The dramatic story of the Space Race offers students a rich research topic to explore as they build information literacy skills and learn how to construct their own research questions and explore the Internet for answers. They explore the diverse range of people who fueled this race, from Soviet cosmonauts like Alexei Leonov, to President Kennedy, to Laika the space dog, to American heroes like the celebrated Buzz Aldrin and the overlooked hero, mathematician Katherine Johnson. Students also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the history of the Space Race.

Throughout these activities, students conduct research to develop a deep understanding of this unique international competition. Each student is assigned a cosmonaut or astronaut from the Space Race era. They research their cosmonaut or astronaut and write entries into their space blog from their person's point of view. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part media project.

Reading with the B.E.S.T. Benchmark Modules

- Central Idea
- Paraphrasing and Summarizing
- Structure

i L QT: **870L–1490L** QL: **5** RT: **4**

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language is generally complex in word usage, level of abstraction and sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity; require students to be persistent; make high level of inferences; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Space Blogs and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Expository or Argumentative (6 lessons); Multimedia Project (2 lessons)
- SU6: The Space Race Collection Reading Assessment

Essay prompt

Research Option 1: Was animal testing necessary during the Space Race?

Research and discover what the Soviets and the Americans were trying to understand when they sent animals into space. Was animal testing necessary? Was it fair or moral to send animals into space for research purposes? Could the scientists have found the answers they were looking for without sacrificing animals? If so, how?

Research Option 2: How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?

Write an informative essay about Katherine Johnson and the other key women who worked at NASA during the Space Race era. Who were the other key women who worked with Katherine Johnson and what roles did they play? What barriers did they face? How was the Space Race impacted by their work?

Vocabulary Module

Prefixes and Suffixes

Spotlight Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.2.2
- ELA.8.C.1.2
- ELA.8.C.1.3
- ELA.8.C.1.4
- ELA.8.C.1.5
- ELA.8.C.2.1
- ELA.8.C.4.1
- ELA.8.C.5.2



Texts in the unit

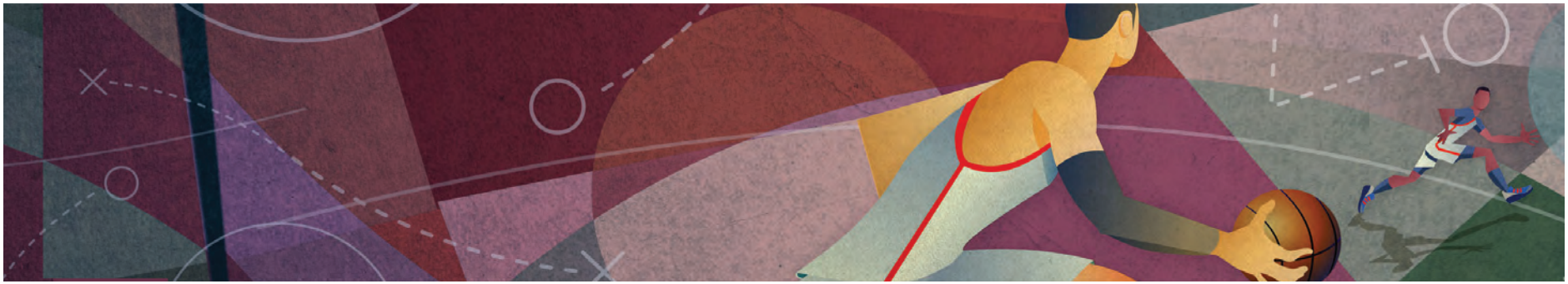
Core texts

- "The Space Race: An Introduction" by *Lapham's Quarterly* editors I/H, 1170L
- "Sputnik" from *Rocket Boys* by Homer Hickam I/H, 890L
- "And a Dog Shall Lead Them" from *A Ball, a Dog, and a Monkey* by Michael D'Antonio I/H, 1240L
- Memorandum for the Vice President by John F. Kennedy I/H, 960L
- President Kennedy's Address at Rice University, September 12, 1962 I/H, 1490L
- "A Seagull in Flight" from *Into That Silent Sea* by Francis French and Colin Burgess I/H, 1100L
- "First to Fly" from *Into That Silent Sea* by Francis French and Colin Burgess I/H, 1100L
- In Event of Moon Disaster by William Safire I/H, 870L
- "Dreaming of a Moonage" from *Moondust* by Andrew Smith I/LN,1080L
- "Buzz Aldrin on His Lunar Home, the Eagle" from *The Wall Street Journal* by Marc Myers I/H, 1000L
- "Smooth as a Peeled Egg" from *Two Sides of the Moon: Our Story of the Cold War Space Race* by David Scott and Alexei Leonov with Christine Toomey I/H, 1020L
- Preface from *Flight: My Life in Mission Control* by Christopher C. Kraft, Jr. and James L. Schefter I/LN, 930L
- "What the Moon Rocks Tell Us" from *National Geographic* by Kenneth F. Weaver I/S&T, 1290L
- "You Are Here" from *Pale Blue Dot* by Carl Sagan I/LN, 1360L
- Remarks by the President at Medal of Freedom Ceremony by Barack Obama (in "Katherine Johnson: Trailblazer and Brilliant Mathematician") I/H, 960L
- "The nearly forgotten story of the black women who helped land a man on the moon" from The Washington Post by Stephanie Merry (in "Katherine Johnson: Trailblazer and Brilliant Mathematician") I/H, 1030L
- "Life on Mars to Become a Reality in 2023, Dutch Firm Claims" from *The Guardian* by Karen McVeigh I/H, 1330L
- *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Thimmesh I/H, 1060L

Extra texts

- "Stars" by Robert Frost L/P
- Excerpt from *The War of the Worlds* by H.G. Wells L/S
- Excerpt from *A History of US 10: All the People Since 1945* by Joy Hakim I/H

Grade 8 Poetry in America



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's close reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Then, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, Ed Hirsch's poem "Fast Break" describes the action of a fast break in a basketball game, extending both the motion and the emotion in content and form. Students work alongside NBA players like Shaquille O'Neal (appearing in embedded videos) to first enjoy how the poem mimics the pace and action of a fast break before exploring how this vivid description operates as an elegy. Students then experiment with elements of "Fast Break" to create their own poem centered around a favorite activity. In Sub-unit 2, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem "Those Winter Sundays," and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life (this sub-unit is made available across grades 6–8).

QL: **3**

RT: **2**

Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities do not require substantial external knowledge or experience.

Poetry in America activity highlights:

Discussions with annotated guides
Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations
Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses
Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Fast Break" by Ed Hirsch, L/P
- "Those Winter Sundays" by Robert Hayden, L/P

Sub-units and # of lessons

SU1: "Fast Break" (3 lessons)

SU2: "Those Winter Sundays" (3 lessons)

Benchmarks

- ELA.K12.EE.1.1
- ELA.K12.EE.2.1
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.R.1.1
- ELA.8.R.1.2
- ELA.8.R.1.3
- ELA.8.R.1.4
- ELA.8.R.3.1
- ELA.8.R.3.2
- ELA.8.R.3.3
- ELA.8.C.1.2
- ELA.8.C.2.1
- ELA.8.C.3.1
- ELA.8.C.5.1
- ELA.8.V.1.3



Amplify Grammar



The Amplify Florida Edition digital Grammar unit enables teachers to assign students self-guided grammar instruction and practice that will cover all standards called out in the Florida Conventions Progression Standards. Sub-units are paired by topic: one covers foundational material on the topic and one contains more advanced and "stretch" material. Middle grade teachers and students share access to the full range of topics and lessons within the Grammar unit, so teachers select the content that best meets their students' needs while exposing students to key grammar topics for the middle grades. Teachers integrate this instruction into their core instructional pathway using the Amplify Flex Days within the core units. To introduce or review topics with students, teachers use the related lessons or drills on the topic found in Amplify's *Mastering Conventions* PDFs, also available within this unit.

Sub-units

- Sub-unit 1: What Is a Complete Sentence? (8 Lessons)
- Sub-unit 2: Expanding the Complete Sentence (8 Lessons)
- Sub-unit 3: Understanding the Pronoun (5 Lessons)
- Sub-unit 4: Pronoun Usage: Agreement and Reference (5 Lessons)
- Sub-unit 5: Verb Tense (4 Lessons)
- Sub-unit 6: Verb Moods, Modals, and Voice (4 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Printable Instructional Resources

- *Mastering Conventions One: Grammar and Punctuation*
- *Mastering Conventions Two: Grammar and Punctuation*
- *Mastering Conventions Three: Grammar and Punctuation*
- *Mastering Conventions Four: Spelling*

Benchmarks

- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.C.3.1

Grade 8 Advanced Story Writing

In this unit, students get to practice their creative writing skills, learning the elements of storytelling and character development, and the importance of vivid language. Students gain a sense of ownership over their writing as they experiment with the impact of their authorial choices on sentences, word choice, character traits, and plot twist. As students consider how to use these elements to create a story, they also gain tools to help them effectively and incisively analyze a piece of literature.

Students begin with creating a believable, multi-faceted character, observing and recording details, and experimenting with narrative point of view, including working with multiple narrators. As students explore the story's rising action, they work with both internal and external conflict to set up the conditions for their characters' change and growth as the story resolves. Students pull all their drafting and thinking together to write a story and practice the most important part of creative writing—revision.

Sub-units

- Sub-unit 1: Creating a Believable Character (10 Lessons)
- Sub-unit 2: Experimenting With a Second Character (7 Lessons)
- Sub-unit 3: Writing a Short Story (5 Lessons)

Benchmarks

- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1
- ELA.8.C.1.2
- ELA.8.C.1.5
- ELA.8.C.3.1
- ELA.8.C.5.2

Novel Guides

Amplify ELA Florida's Novel Guides provide middle school teachers with flexible study guides for the books they most want to teach and provide students with lean, targeted instruction that follows the pedagogy in core units. The diverse selection of books in this series presents a range of genres and themes, from mystery to non-fiction and from social justice to identity and courage.

The Novel Guides—housed in the Amplify Library—are designed to be used flexibly and offer suggestions for implementation. Here are two titles that align to the grade 8 topics and skills:

8B: *The Hate U Give* by Angie Thomas

As students consider Douglass's powerful critique of America's ideals of justice and equity, this novel offers a way to consider how this critique extends to current issues facing American society.

8F: *Hidden Figures* by Margot Lee Shetterly

Students studying America's Space Race will be fascinated by the story of how African American women played such a pivotal role in the success of this endeavor—and how their contributions were almost forgotten.

To learn more about Amplify ELA Florida, visit **amplify.com/florida-ELA**.

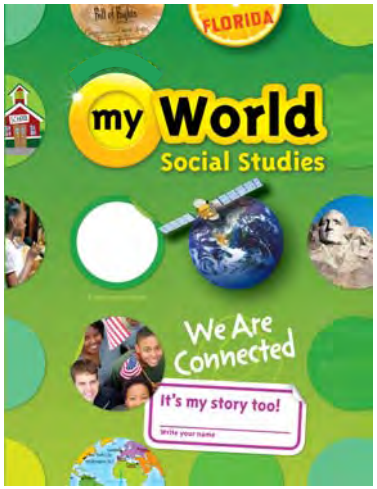


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A Correlation of

Savvas
myWorld Social Studies
Florida Edition, Grade Three: We Are Connected



To the

Florida Course Standards and Access Points for Social Studies – Grade 3 - 5021050

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT: Social Studies
GRADE LEVEL: Grade Three
COURSE TITLE: Social Studies – Grade 3
COURSE CODE: 5021050
SUBMISSION TITLE: myWorld Social Studies
TITLE ID: 1876
PUBLISHER: Savvas Learning Company
PUBLISHER ID: 22-1603684-02

				Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	**BENCHMARK**	**DEPTH OF KNOWLEDGE (Cognitive Complexity as identified by the state)**	**LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN–DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)**	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**
SS.3.A.1.1	Analyze primary and secondary sources.	N/A	Primary and Secondary Sources 196–197					
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.	N/A	Use the Internet 197, Research 294–295					
SS.3.A.1.3	Define terms related to the social sciences.	N/A	How to Read a Timeline FL 18, FL 26, Geographic terms, 46–51, Historical terms 82–87, Timelines 96, Comparing Viewpoints 151, Civics terms 163, Economic terms 236, Line graphs 252–253, Research 294–295, Vocabulary 17, 25, 33, 47, 53, 61, 69, 83, 91, 99, 105, 111, 117, 131, 139, 145, 161, 169, 177, 191, 199, 205, 213, 227, 235, 241, 247, 255, 269, 277, 283, 289					
SS.3.C.1.1	Explain the purpose and need for government.	N/A	Why We Need Government 130–131, Governments Work Together 148, Review and Assessment 152, myStory Book: Why do we have government? 155					
SS.3.C.1.2	Describe how government gains its power from the people.	N/A	Trouble in the Colonies 116, Freedom and Government 119, Review and Assessment 124, Democracy 131, Freedom and Happiness 132–133, The States Come Together 134–135, Representative 138–139, Voting 138, 140, Review and Assessment 152, Voting rights 162, 163, 168, 169					
S.3.C.1.3	Explain how government was established through a written Constitution.	N/A	Constitution 119, Constitutional Convention 129, Constitution of the United States 134–135, 162					

SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	N/A	American Flag FL 15, Be a Good Citizen FL 16, Memorial Day FL 17, Volunteering 157–159, 163, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for Our Rights 168–173, Taking Action for a Cause 176–181, Review and Assessment 182–184					
SS.3.C.3.1	Identify the levels of government (local, state, federal).	N/A	Florida's Government FL 21, Branches of Government 138–143, Levels of Government 144–149, Review and Assessment 153, 154					
SS.3.C.3.2	Describe how government is organized at the local level.	N/A	Levels of Government 144–146, 148, 149, Review and Assessment 154					
SS.3.C.3.3	Recognize that every state has a state constitution.	N/A	State constitutions 134, 146					
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.	N/A	United States Constitution 134–135, 138, Review and Assessment 152					
SS.3.E.1.1	Give examples of how scarcity results in trade.	N/A	Scarcity (and trade) 227–228, 230, 242–243, Review and Assessment 261					
SS.3.E.1.2	List the characteristics of money.	N/A	Money: characteristics of 241					
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	N/A	Florida's Citrus Industry FL 24, Trade 85, 228, 240–241, 243, 244, 257, Farmers Market 223–225, Scarcity and Choice 228, Value and Choice 229, Producers and Consumers 234–236, 238, Spending and Saving 247, 249–250, Jobs 257, Review and Assessment 260–262					
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.	N/A	Money: distinguishing among currencies 246					
SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.	N/A	Different Types of Maps 28–29, Map Skills: Latitude and Longitude 30–31, Compare and Contrast 36, Interpret Maps 58–59, Review and Assessment 74, Maps 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294					
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).	N/A	Parts of a Map 24, Grid Maps 25, Absolute and Relative Locations 26, Map Scale 27, Different Types of Maps 28–29, Map Skills: Latitude and Longitude 30–31, Review and Assessment 39, Interpret Maps 58–59					
SS.3.G.1.3	Label the continents and oceans on a world map.	N/A	Land and Water 46–47, Label the continents and oceans on the map 74, Circle the name of the ocean 202					
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).	N/A	Parts of a Map 24, Grid Maps 25, Absolute and Relative Location, 26, Map Scale 27, Different Types of Maps 28–29, Review and Assessment 39, Interpret Maps 58–59					
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.	N/A	Different Types of Maps 28					
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.	N/A	Parts of a Map 24, Measuring Distance (scale) 27, 191					
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).	N/A	Label the countries of North America and the Caribbean 29, 49					
S.3.G.2.2	Identify the five regions of the United States.	N/A	Land and Water in the United States 48, United States Regions 49, 50–51					

SS.3.G.2.3	Label the states in each of the five regions of the United States.	N/A	Label the states in each of the five U.S. regions 48, 49					
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.	N/A	Landforms and Bodies of Water 46–47, Land and Water in the United States 48–49, Five Regions of the United States 50–51, Climate and Plants 54–55, Interpret Maps (elevation) 58–59, Mississippi River 107					
SS.3.G.2.5	Identify natural and man–made landmarks in the United States, Canada, Mexico, and the Caribbean.	N/A	Great Pyramid of Mexico FL 19, Vacation on the Atlantic Coast FL 25, Landforms and Bodies of Water 47, Land and Water in the United States 48, Grand Canyon 69, Hoover Dam 70, National Parks 73, Mission San Luis 79–81, St. Augustine 98–99, Quebec City 106, Mississippi River 107, White House 138, 141, U.S. Capitol Building 138–139, Mt. Rushmore 140, Supreme Court 142, Statue of Liberty 199, Cumberland Gap 200, Crazy Horse Memorial 279, Statue of Martin Luther King, Jr. 283, Liberty Bell 284					
SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.	N/A	Arizona Communities 13–15, What Makes a Community? 16–21, Read the newspaper article about Maple City, 23 myStory Book (writing activity) & myStory Current Events (news) 41, Write about traditions 87, Compare Viewpoints 150–151, Draw Conclusions: Settling the West 210–211					
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	N/A	Weather and Climate 52–57, Natural Resources 60, Agriculture and Products 62, Review and Assessment 74					
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.	N/A	Natural Resources 60–61, Agriculture and Products 62, Industry and Products 63, Protecting Resources 64–65, People Modify Environments 70, People and the Land 72–73, Review and Assessment 75					
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.	N/A	Settling in a Community 16–17, Communities in Regions 18, Rural Communities 33, Suburban Communities 35, Urban Communities 36, Review and Assessment 38, 40, Five Regions of the United States 49, 50–51, The Environment Affects People 68–69, People Modify Environments 70, Effects of Population 71, Review and Assessment 76, Mission San Luis 81, Cultural Groups 82, Cherokee of the Southeast 83, Iroquois of the Northeast 84, Quebec City 106, Early English Communities 110–115, Review and Assessment 122, New Ways to Travel 190–192, Review and Assessment 218, Cultures in Warm and Cold Climates 270–271					

SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.	N/A	José Martí FL 20, Caribbean Immigrants FL 22, Mission San Luis 79–81, America's First Peoples 82–87, Explorers Sail From Europe 91, Spanish Explorers 92, Early Spanish Communities 98–103, Early French Communities 104–109, Early English Communities 110–115, Review and Assessment 122, 123, 124, A New Home in America 198–203, Review and Assessment 218, Cultural Regions 268–269, Our Nation's Diversity 288–293					
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.	N/A	Joseph Bruchac, Storyteller 265–267, Cultural Regions 268–269, Cultures in Warm and Cold Climates 270–271, Stories and Culture 278, Dance and Culture 280, Celebrating Independence 284–286, Our Nation's Diversity 288–293, Review and Assessment 296–298					
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.	N/A	Florida People to Remember FL 18, How Florida Got Its Name FL 23, Cherokee of the Southeast 83, 89, Iroquois of the Northeast 84, Group Cooperation 85, Spanish Exploration in Florida 98–99, Spanish Settlements in California 102–103, French Lose Power in North America 108, Early English Communities 110–115, A New Home in America 199–202, New Ways to Communicate 206–207, New Ideas 214–215, Review and Assessment 218–220, Cultural Regions 268–269, Dance and Culture 280, Harvest Celebrations 286, Review and Assessment 296–298					

OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL. The Examples can be from Student or Teacher Instructional Material.	Committee Member Evaluation (Committee Member Use Only) Strongly Agree	Agree	Disagree	Strongly Disagree	
The major tool introduces and builds social studies concepts as a coherent whole. It provides opportunities to students to explore why an idea is important and in which contexts that idea can be useful. In other words, the major tool helps students learn the social studies concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding. ***Description:*** *myWorld Social Studies incorporates the Understanding by Design model, co-created by program author Grant Wiggins. This instruction encourages students to Connect to the content, and build knowledge and skills through Experience, which leads to Understanding. Chapter-level Big Questions provide a framework to guide students and help them see the big idea of each chapter. Woven throughout each lesson, activity, and assessment, the Big Questions help students to connect to content by activating prior knowledge and engaging them in each lesson. Through myWorld Social Studies, students will be able to explore concepts, build knowledge, and transfer what they've learned beyond the classroom. "Understanding by Design" is registered as a trademark with the Patent and Trademark Office by the Association for Supervision of Curriculum Development (ASCD). ASCD has not authorized, approved or sponsored this work and is in no way affiliated with Savvas or its products.*	**Chapter 4** **The Big Question:** Big Question: Why do we have government? 126 **my Story Spark: Think** about why leaders make rules. Then **write** about why rules are important. 126 **myStory Video:** myStory: George Washington: America's First President 127 **Got it?:** Lesson 1: **Explain** why American leaders wrote the U.S. Constitution. 135; Lesson 2: **Explain** why we have three branches of government. 143; Lesson 3: **Explain** why people elect local, state, and national leaders. 149 **21st Century Skills:** Critical Thinking: Compare Viewpoints 150 **myStory Book:** Why do we have government? **Think** about our government. **Explain** how your life might be different if our government was not a democracy. Now **draw** a picture to show something you are free to do because our government makes it possible. 155					
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives. ***Description:*** *At the beginning of each chapter, students are introduced to the Big Question and myStory (with Video), both of which help them establish personal meaning and connect to the content in the chapter. As students work through the chapter, the first activity in each lesson is an Envision It! activity that taps into students' prior knowledge and sets the stage for the lesson.*	**Chapter 1** **myStory Spark: Think** about your community. Then **write** about people and places you see around you and what you do on a typical day in your community. 12 **myStory (with Video):** Arizona Communities: Exploring Nearby Communities 13–15 **Envision It!:** 16–17, 24–25, 32–33					
Evaluating differing points of view is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions. ***Description:*** *The worktext enables students to practice important 21st Century Skills, including Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, and Critical Thinking Skills. These lifelong learning skills help students develop their ability to make decisions, determine strategies, and justify solutions.*	**21st Century Learning Online Checklist** 11 **Target Reading Skill:** Sequence FL 23, 3; Chapter 3: 88–89, 91, 95, 101, 102, 107, 109, 114, 121, 124 **Collaboration and Creativity Skills:** Conflict and Cooperation 166–167 **Graph Skills:** Timelines FL 18, FL 26, 96–97 **Map Skills:** Latitude and Longitude 30–31, Interpret Maps 58–59 **Critical Thinking Skills:** Compare Viewpoints 150, Research 294–295					

Tasks engage students in communicating social studies by writing, explaining, drawing, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence. ***Description:*** *Active learning activities in myWorld Social Studies inspire students to obtain an enduring understanding of the content they're studying and to develop confidence and self-direction as they move through both team-based and independent work. Hands-on activities are embedded in the student materials and extended through the Teacher's Guide, Activity Cards, Interactive Whiteboard, and Online Lesson Plan.*	**myStory Spark: Think** about your surroundings. Then **describe** the land and water features and the weather. 42 **Envision It!:** 46–47, 52–53, 60–61 **Got it?:** 51, 95, 143, 209 **myStory Book:** 125, 221 **Interactivities:** 49, 55, 85,133,161, 248					
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote the use of multiple representations. Students use a variety of tools, including both primary and secondary sources, to understand a single concept. ***Description:*** *Throughout the myWorld Social Studies program, students actively engage in acquiring new knowledge and skills. This new knowledge helps them develop a deeper understanding of the Big Question, which they revisit at each lesson through writing, drawing, circling, and underlining content in their own worktext. The worktext format encourages greater interaction with text and more active reading, including a focus on primary and secondary sources.*	**Chapter 6** **myStory Spark:** How does life change throughout history? 186, 195, 203, 209, 217 **myStory (with Video):** Benjamin Franklin: A Man Who Changed History 187–189 **Basal Text:** Travel by Trails and Rivers 190, Rivers and Canals 192, Wagon Trains 192, Railroads Across the Country 193, Highways Across the Nation 194, Airplanes 194 **Primary and Secondary Sources:** 191, 192, 194, 196, 198, 201 **Graphic Organizers:** 209, 211, 219 **Target Reading Skill:** Draw Conclusions 210–211 **Maps:** Lewis and Clark's Journey 191, The Oregon Trail and National Road 193, Immigration from China and Japan, 1848–1900 202					
The social studies connects to other disciplines such as reading, art, mathematics, and science. Tasks represent ideas as interconnected and building upon each other. ***Description:*** *The worktext enables students to practice important Target Reading Skills—essential skills they'll need when reading informational texts throughout their lives. Students may also use their mathematical, scientific, and artistic knowledge in different activities, such as measuring scale on maps, explaining the development and impact of technology on society, or creating a visual representation of a place.*	**Target Reading Skills:** Compare and Contrast 8; Chapter 8: 272 (2), 274–275, 281, 283, 287, 291, 293, 297 **Mathematics:** Map scale 27, 191; Personal Finance 250, 253 **Science: 193, 194, 206, 207–209, 215** **Arts:** 265–267, 276–281					
Content provided that is NOT directly associated with NGSSS benchmarks for the course/grade level is less than approximately ten percent (10%). (Publishers must list ALL content here, not just examples.) ***Description:*** *myWorld Social Studies provides less than 10% extraneous content for this course. Any additional content is included to help create an engaging narrative and provide greater context for students.*	Reading Skills: 1–8 Keys to Good Writing 9–10					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT: Social Studies
GRADE LEVEL: Grade Three
COURSE TITLE: Social Studies - Grade 3
COURSE CODE: 5021050
SUBMISSION TITLE: myWorld Social Studies
TITLE ID: 1876
PUBLISHER: Savvas Learning Company
PUBLISHER ID: 22-1603684-02

			Committee Member Evaluation (Committee Member Use Only)					
ACCESS POINT CODE	**ACCESS POINT DESCRIPTION**	**LESSONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)**	**Thoroughly**	**Highly**	**Adequately**	**Minimally**	**Not At All**	
SS.3.A.1.In.a	Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.	Primary and Secondary Sources, 196–197, also see: Photographs, art, and, illustrations, 84, 85, 86, 88, 89, 94, 98, 101, 111, 113, 118, 120, 127, 128, 129, 132, 137, 140, 142, 170, 172, 174, 175, 176, 178, 179, 180, 206, 212, 214, 215, 216, 276						
SS.3.A.1.In.b	Use technology resources to gather information about a historical person or event.	Use the Internet, 197, Research, 294–295						
SS.3.A.1.In.c	Relate the term “history” to events from the past, “geography” to locations, and “economics” to money.	Where Communities Are Located, 24–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Land and Water, 46–51, Weather and Climate, 52–57, America’s First Peoples, 82–87, Early Explorers 90–95, Graph Skills: Timelines, 96–97, Early Spanish Communities 98–103, Early French Communities, 104–109, Early English Communities, 110–115, Creating a New Nation, 116–121, Meeting Our Needs and Wants, 226–231, Producers and Consumers, 234–239, Exchanging Goods and Services, 240–245, Spending and Saving, 246–251, Many Different Jobs, 254–259						
SS.3.A.1.Pa.a	Recognize important people or events in artifacts, videos, or photographs.	Photographs, art, and, illustrations, 84, 85, 86, 88, 89, 94, 98, 101, 111, 113, 118, 120, 127, 128, 129, 132, 137, 140, 142, 170, 172, 174, 175, 176, 178, 179, 180, 206, 212, 214, 215, 216, 276						
SS.3.A.1.Pa.b	Use technology to access information.	Use the Internet, 197, Research, 294–295						

SS.3.A.1.Pa.c	Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.	Where Communities Are Located, 24–29, Graph Skills: Timelines, 96–97, also see: Sequence, 3, 88, 91, 95, 101, 102, 109, 114, 121, 124, 148, 207, 255, Time, changes in communities over, 20, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Maps, 39, 46–47, 49, 53, 58, 61, 74, 82, 90, 93, 99, 104, 108, 112, 191, 193, 200, 202, 205, 268, Charts, 19, 36, 88, 89, 133, 166, 207, 210, 211, 249, 285, 294						
SS.3.A.1.Su.a	Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.	Primary and Secondary Sources, 196–197						
SS.3.A.1.Su.b	Use a technology resource to locate information about important people or events from the past.	Use the Internet, 197, Research, 294–295						
SS.3.A.1.Su.c	Recognize that history is about events from the past and geography is about places.	Where Communities Are Located, 24–29, Map Skills: Latitude and Longitude, 30–31, Interpret Maps, 58–59, Land and Water, 46–51, Weather and Climate, 52–57, America's First Peoples, 82–87, Early Explorers 90–95, Graph Skills: Timelines, 96–97, Early Spanish Communities 98–103, Early French Communities, 104–109, Early English Communities, 110–115, Creating a New Nation, 116–121						
SS.3.C.1.In.a	Recognize the purpose of government in the community, such as to provide laws, services, and safety.	Why We Need Government, 130–131, Governments Work Together, 148, myStory Book: Why do we have government?, 155						
SS.3.C.1.In.b	Identify that government gains its power from the people.	Democracy, 131, Freedom and Happiness, 132–133, The States Come Together, 134–135, Representative, 138, Voting, 140, Voting rights, 162, 163, 168, 169						
SS.3.C.1.In.c	Identify that government is based on a set of written laws that all people must follow.	Constitution, 119, Constitutional Convention, 129, Constitution of the United States, 134–135, 162						
SS.3.C.1.Pa.a	Recognize rules in the school, such as respecting others.	Our Democracy, 130, Our Responsibilities, 163, Our Rules and Laws, 164–165, Collaboration and Creativity: Conflict and Cooperation 166–167						
SS.3.C.1.Pa.b	Recognize that governments have power.	Our Democracy 130–135, Branches of Government 138–143, Levels of Government, 144–149						
SS.3.C.1.Pa.c	Recognize that governments have laws.	Our Democracy, 130–131, Our Rules and Laws, 164–165						
SS.3.C.1.Su.a	Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship.	Why We Need Government, 130–131, Being a Good Citizen, 160–161, Our Responsibilities, 163, Our Rules and Laws, 164–165						
SS.3.C.1.Su.b	Recognize that government gains its power from the people.	Democracy, 131, Freedom and Happiness, 132–133, The States Come Together, 134–135, Representative, 138, Voting, 140, Voting rights, 162, 163, 168, 169						
SS.3.C.1.Su.c	Recognize that government is based on written laws.	Constitution, 119, Constitution of the United States, 134–135						
SS.3.C.2.In.a	Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.	What makes a good community?, 41, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for a Cause 176–181, Protecting Resources, 64–65, People and the Land, 72–73						

SS.3.C.2.Pa.a	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.	What makes a good community?, 41, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for a Cause 176–181, Protecting Resources, 64–65, People and the Land, 72–73						
SS.3.C.2.Su.a	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.	What makes a good community?, 41, Good Citizens, Good Deeds 160–165, Collaboration and Creativity: Conflict and Cooperation 166–167, Taking Action for a Cause 176–181, Protecting Resources, 64–65, People and the Land, 72–73						
SS.3.C.3.In.a	Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.	Branches of Government 138–143, Levels of Government, 144–149						
SS.3.C.3.In.b	Recognize that the local community has a group that makes the rules and the mayor is the leader.	Local Government, 144						
SS.3.C.3.In.c	Recognize that every state has a set of written laws that its people must follow.	State constitutions, 134, 146						
SS.3.C.3.In.d	Recognize that the Constitution is the set of laws that people in the United States must follow.	Constitution, 119, Constitution of the United States, 134–135						
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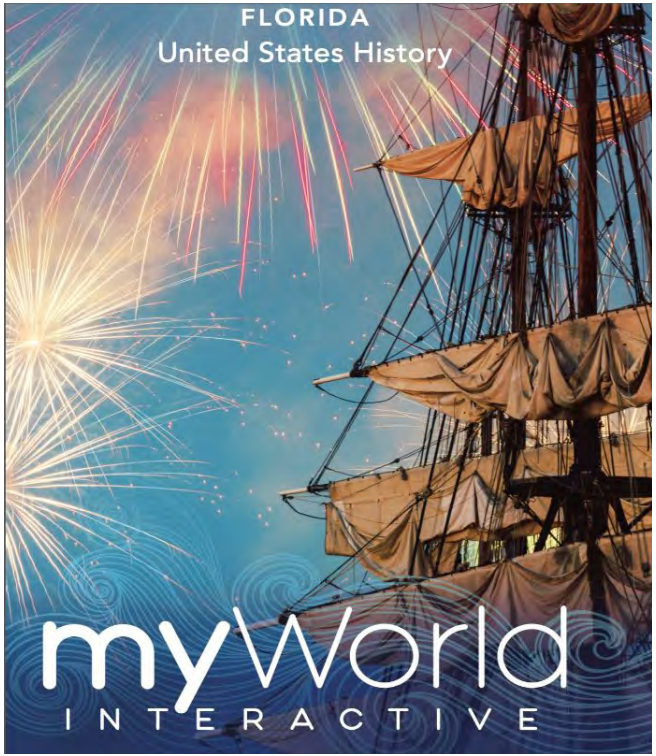
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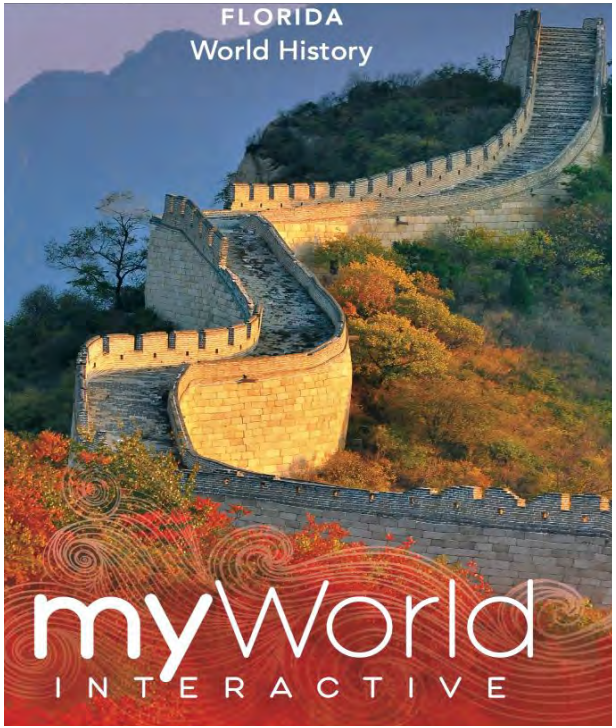
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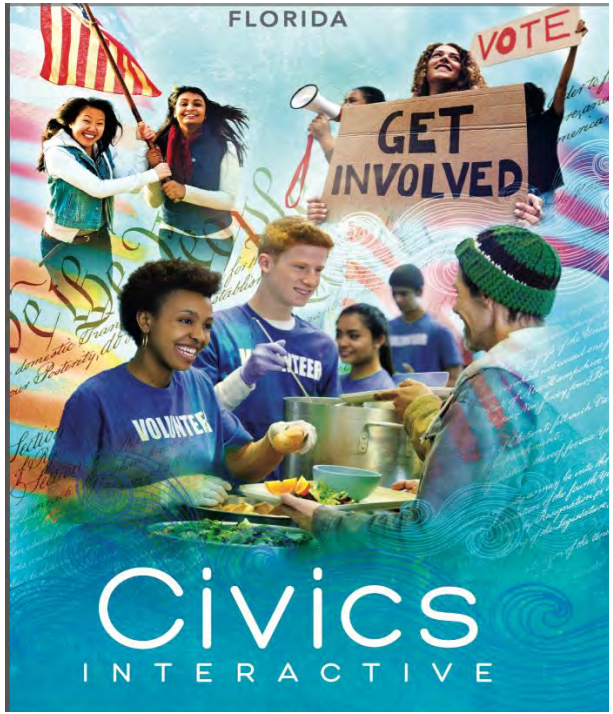
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KnowAtom's K-8 Alignment Guide to Florida's Next Generation Sunshine State Standards

This alignment guide shows how KnowAtom's integrated model of NGSS-designed curriculum is aligned with Florida's Next Generation Sunshine State Standards (NGSSS) in Grades K-8.

Concepts are scaffolded within a grade band, providing students with multiple contexts and opportunities for mastery of Florida's science standards. For that reason, you may see standards from one grade level brought into both earlier and later grade levels within K-2, 3-5, and 6-8. This is intentional for concept introduction and reinforcement and prevents systemic gaps in instruction for transient or absent students.

The curriculum uses storylines that introduce anchor phenomena to provide the purpose and opportunity for students' engagement and learning. Scientific inquiry and the Nature of Science is an integral part of every unit. With KnowAtom, students learn as scientists and engineers, mastering the FL standards by answering questions and solving problems related to real-world phenomena. Through this process, students develop the creative, evaluative, and analytical skills that are foundational to mastery of NGSSS.



KnowAtom™
Focus on what matters.

Grades K-5 Scaffold Summary

	Core Topics	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Earth & Space Science	**Matter, Space and Motion**	**Unit 1:** Weather In Our World*	**Unit 1:** Patterns in the Sky	**Unit 1:** Matter All Around Us	**Unit 1:** Earth in Motion	**Unit 1:** Matter and Energy	**Unit 1:** Matter in Motion
	Earth's Interacting Systems		**Unit 2:** Changing Seasons	**Unit 2:** A Changing Planet* **Unit 3:** Land and Water	**Unit 2:** Weather and Water*	**Unit 2:** Shaping Earth's Surface **Unit 3:** Earth and Human Activity*	**Unit 2:** Earth's Materials **Unit 3:** Water on Earth*
Life Science	**Energy and Ecosystem Dynamics**	**Unit 2:** Living Things Change	**Unit 3:** Seed and Leaves **Unit 4:** Animals on Earth **Unit 5:** Mimicking Plants and Animals* **Unit 6:** Animal Behaviors*	**Unit 4:** Living Earth **Unit 5:** Growing Plants **Unit 6:** Plant and Animal Relationships*	**Unit 3:** Life on Earth **Unit 4:** Life Cycles and Traits	**Unit 4:** Plant and Animal Structures **Unit 5:** Organisms and their Environment	**Unit 4:** Matter and Energy Cycles **Unit 5:** Ecosystem Interactions
Physical Science	**Forces, Motion, and Forms of Energy**	**Unit 3:** Making Things Move*	**Unit 7:** Hearing and Sound **Unit 8:** Sight and Light* **Unit 9:** Communicating Over Distances*	**Unit 7:** Engineering Homes* **Unit 8:** Actions and Reactions **Unit 9:** Balancing Boats*	**Unit 5:** Energy in Motion **Unit 6:** Forces in Our Environment **Unit 7:** Magnetism and Electricity* **Unit 8:** Patterns in Sound* **Unit 9:** Patterns in Light*	**Unit 6:** Energy Transfers* **Unit 7:** Electrical Energy* **Unit 8:** Sound Waves **Unit 9:** Light and Communication*	**Unit 6:** Energy and Forces on Earth* **Unit 7:** Matter and Electricity **Unit 8:** Matter and Sound* **Unit 9:** Light Energy and Matter*

**** Contains Engineering Lessons***

Grades 6-8 Scaffold Summary

		Core Topics	Grade 6	Grade 7	Grade 8
Earth and Space Science	Physical Science	**Energy and Matter**	**Unit 1:** Gravity and Motion **Unit 2:** Atoms and Molecules	**Unit 1:** Discovering Matter*	**Unit 1:** Matter and Movement
		Earth's Place in the Universe and Earth System	**Unit 3:** Satellites* **Unit 4:** Climate and Human Activity*	**Unit 2:** Energy and Earth Materials **Unit 3:** Glaciers and Earth's Past	**Unit 2:** Earth and the Solar System* **Unit 3:** Earth's Changing Climate*
	Life Science	**Biological Structure and Function**	**Unit 5:** Landforms **Unit 6:** Biodiversity **Unit 7:** Cells to Systems	**Unit 4:** Cell Functions **Unit 5:** Cell Division	**Unit 4:** From Molecules to Organisms **Unit 5:** Inheriting Traits **Unit 6:** Human Genetics
		Ecosystem Dynamics	**Unit 8:** Forests	**Unit 6:** Rocky Shores **Unit 7:** Environmental Science*	**Unit 7:** Changing Environments*
Earth Science	Physical Science	**Motion and Stability: Forces and Interactions**	**Unit 9:** Civil Engineering*	**Unit 8:** Mechanical Engineering*	**Unit 8:** Transforming Energy*
		Engineering, Technology, and Applications of Science		**Unit 9:** Communication Technology*	**Unit 9:** Waves and Information Transfer*

**** Contains Engineering Lessons***

KnowAtom Grades K-8 Unit Map

Kindergarten

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Life Science	Organization/ Development of Living Organisms	**K.L.14.1** Recognize the five senses and related body parts.	Unit 1	Units 7-8	
		K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.	*May be integrated in Unit 2.*		
		K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.	Unit 2	Units 3-6	Units 4-6
Earth & Space Science	Earth & Space in Time	**K.E.5.1** Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.	Unit 3	Units 2-3	Unit 1-2, 5
		K.E.5.2 Recognize the repeating pattern of day and night.	Unit 1	Unit 1-2	
		K.E.5.3 Recognize that the Sun can only be seen in the daytime.		Unit 1-2	
		K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day.		Unit 1	
		K.E.5.5 Observe that things can be big and things can be small as seen from Earth.		Unit 1	
		K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.		Unit 1	

Kindergarten

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Physical Science	Properties of Matter	**K.P.8.1** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	Units 1-3	Units 2, 6-7,9	Units 1-2, 6-7, 9
	Changes in Matter	**K.P.9.1** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.	Units 1-3		Unit 1
	Forms of Energy	**K.P.10.1** Observe that things that make sound vibrate.		Unit 7	
	Motion of Objects	**K.P.12.1** Investigate that things move in different ways, such as fast, slow, etc.	Unit 3	Unit 2	Unit 8
	Forces & Changes in Motion	**K.P.13.1** Observe that a push or pull can change the way an object is moving.	Unit 3		Unit 8

Grade 1

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Life Science	Organization Development of Living Organisms	**1.L.14.1** Make observations of living things and their environments using the five senses.	Unit 1	Units 3-6	Units 4-6
		1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.	Unit 2	Unit 3	Unit 5
		1.L.14.3 Differentiate between living and nonliving things.	Unit 2	Unit 3	Unit 5
	Heredity/ Reproduction	**1.L.16.1** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.		Unit 3, 6	Units 4-6
	Interdependence	**1.L.17.1** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.	Unit 2	Unit 3	Units 4-5
Earth & Space Science	Earth & Space in Time	**1.E.5.1** Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.		Unit 1	
		1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.	Unit 3	Unit 1	Units 2, 8

Grade 1

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Earth & Space Science	Earth & Space in Time	**1.E.5.3** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.		Unit 4	Unit 4
		1.E.5.4 Identify the beneficial and harmful properties of the Sun.	Unit 1	Units 1-3	Units 3-5
	Earth Structures	**1.E.6.1** Recognize that water, rocks, soil, and living organisms are found on Earth's surface.		Unit 2	Units 2-4
		1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.		Unit 2	Units 2-3
		1.E.6.2 Describe the need for water and how to be safe around water.	*May be integrated into Units 1-2		*May be integrated into Unit 3
Physical Science	Properties of Matter	**1.P.8.1** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.		Units 5-6, 8-9	Units 1, 9
	Motion of Objects	**1.P.12.1** Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.	Unit 3	Unit 1	Unit 8

	Forces & Changes in Motion	**1.P.13.1** Demonstrate that the way to change the motion of an object is by applying a push or a pull.			Unit 8

Grade 2

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Life Science	**Organization Development of Living Organisms**	**2.L.14.1** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	**Human body parts and their functions are explored in more depth in Grades 4-8.*		
	Heredity/ Reproduction	**2.L.16.1** Observe and describe major stages in the life cycle of plants and animals, including beans and butterflies.		Units 3-4	**Units 5-6**
	Interdependence	**2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.		Units 3-5	**Units 4-7**
		2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.		Units 3-5	**Unit 4**
Earth & Space Science	**Earth Structures**	**2.E.6.1** Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.			**Units 2-3**

Grade 2

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Earth & Space Science	Earth Structures	**2.E.6.2** Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.		Unit 3	Units 2-3
		2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.	*Elements of this standard are explored in Grade 2 Units 2-3, & 5 and more fully in Grade 4 Units 2-3*		
	Earth Systems & Patterns	**2.E.7.1** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.	Units 1-2	Units 1-2	Units 2-3
		2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.	Unit 1	Unit 2	Units 1-3
		2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).		Unit 2	Unit 3
		2.E.7.4 Investigate that air is all around us and that moving air is wind.	Unit 1	Unit 2	Units 2-3
		2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather-related events.	Unit 1		*May be integrated in Units 2-3*

Grade 2

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Physical Science	Properties of Matter	**2.P.8.1** Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.			Unit 1-2, 8-9 **Magnetism is explored in Grade 3.*
		2.P.8.2 Identify objects and materials as solid, liquid, or gas.		Unit 2	Unit 1, 3
		2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container.			Unit 1, 3
		2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states.		Unit 2	Units 1-3
		2.P.8.5 Measure and compare temperature taken every day at the same time.	Unit 1		**Grade 3 Unit 2*
		2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.		Unit 2	Unit 1-3, 7, 9
	Changes in Matter	**2.P.9.1** Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.	Units 1, 3	Units 5-6, 8-9	Units 1, 2, 6, 7 & 9

Grade 2

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standard is Integrated in KnowAtom		
			Kindergarten	Grade 1	Grade 2
Physical Science	Forms of Energy	**2.P.10.1** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.	**Grade 2 Unit 1 explores elements of this idea. This idea is explored more fully in Grades 3-5.*		
	Forces & Changes in Motion	**2.P.13.1** Investigate the effect of applying various pushes and pulls on different objects.	Unit 1		**Unit 8**
		2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up.	Unit 3		**Units 1, 3, 8**
		2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.	Unit 3		**Unit 8** ****Also explored in Grade 3 Unit 1 & 5***
		2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them.	**Magnetism is explored in Grades 3-5*		

Grade 3

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Life Science	Organization & Development of Living Organisms	**3.L.14.1** Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	Units 3-4	Units 4-5	Unit 4
		3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.		Units 4-5	Unit 4
	Diversity & Evolution of Living Organisms	**3.L.15.1** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.	*May be integrated in Unit 3 & 4*		
		3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.	*May be integrated in Units 3 & 4*	*May be integrated in Units 4 & 5*	*May be integrated in Units 4 & 5*

	Interdependence	**3.L.17.1** Describe how animals and plants respond to changing seasons.	**Unit 2**	Units 4-5	Units 4-5
		3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.	**Units 3-4**	Units 4-5	Units 4-5

Grade 3

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Earth & Space Science	**Earth & Space in Time**	**3.E.5.1** Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.	**Unit 1**	Unit 1	Unit 1
		3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.	**Unit 1**	Unit 1	Unit 1
		3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.	**Unit 1**	Unit 1	Unit 1
		3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.	***May be integrated in Unit 1***	*May be integrated in Unit 1*	*May be integrated in Unit 1*

Grade 3

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Earth & Space Science	**Earth & Space in Time**	**3.E.5.4** Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.	**Unit 1**	Unit 1	Unit 1
	Earth Structures	**3.E.6.1** Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.	**Unit 2**	Unit 2	Unit 3
Physical Science	**Properties of Matter**	**3.P.8.1** Measure & compare temperatures of various samples of solids & liquids.	***May be integrated in Units 1-2***		
		3.P.8.2 Measure and compare the mass and volume of solids and liquids.	***May be integrated in Units 1-2***		
		3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	**Units 2, 6-9**	Units 3, 6-9	Units 3, 6, 8-9
	Changes in Matter	**3.P.9.1** Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.	**Units 1-2**	Unit 2	Units 2-3

Grade 3

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Physical Science	Forms of Energy	**3.P.10.2** Recognize that energy has the ability to cause motion or create change.	Units 1, 5-6	Units 1 & 6	Unit 6
		3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.	Units 1-3, 5-9	Units 1-9	Units 1-9
		3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.	Unit 9	Unit 9	Unit 9
		3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.	Unit 9	Unit 9	Unit 9
	Energy Transfer & Transformations	**3.P.11.1** Investigate, observe, and explain that things that give off light often also give off heat.	Units 2-3, 9	Units 2-3, 9	Units 4, 9
		3.P.11.2 Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.	Unit 5	Unit 6	Unit 6

Grade 4

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Life Science	Heredity & Reproduction	**4.L.16.1** Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.	Unit 4	Units 4-5	Units 4-5
		4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	Unit 4	Unit 5	Unit 5
		4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning.	Unit 4	Unit 5	Unit 5
		4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and non-flowering seed-bearing plants.	Unit 4	Units 4-5 *Flowering and non-flowering plants may be integrated.*	
	Interdependence	**4.L.17.1** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.	*May be integrated in Unit 3	*May be integrated in Units 3-5	*May be integrated in Unit 3

Grade 4

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Life Science	Interdependence	**4L.17.2** Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	Unit 3	Units 4-5	Units 4-5
		4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	Unit 3	Units 4-5	Units 4-5
		4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.	Unit 3	Unit 5	

Grade 4

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Earth & Space Science	Earth & Space in Time	**4.E.5.1** Observe the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons,		Unit 1	Unit 1
		4.E.5.2 Describe the changes in the observable shape of the moon over the course of about a month.		*May be integrated in Unit 1	Unit 1
		4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, moon, and stars are connected.	Unit 1	Unit 1	Unit 1
		4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.	Unit 1	Unit 1	Unit 1
		4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida.		*May be integrated in Unit 1	
	Earth Structures	**4.E.6.1** Identify three categories of rocks: igneous, (formed from molten); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).		Unit 2	Unit 2

Grade 4

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Earth & Space Science	Earth Structures	**4.E.6.2** Identify the physical properties of common earth-forming materials, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.		*May be integrated in Unit 2	Unit 2
		4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).	Unit 2	Unit 2	Units 2-3
		4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.		Units 2-3	
		4.E.6.6 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).		*May be integrated in Units -3	
		4.E.6.5 Investigate how technology & tools help extend the ability of humans to observe very small things & very large things.		Unit 2	Unit 2

Grade 4

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Physical Science	**Properties of Matter**	**4.P.8.1** Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.		*May be integrated in Unit 2	Unit 2
		4.P.8.2 Identify properties and common uses of water in each of its states.	Unit 2	Units 1-3	Unit 1 & 3
		4.P.8.3 Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.			Unit 1
		4.P.8.4 Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.	Unit 7	Unit 7	Unit 7

Grade 4

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Physical Science	Changes in Matter	**4.P.9.1** Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.		*May be integrated in Unit 1 & 5	Unit 1
	Forms of Energy	**4.P.10.2** Investigate and describe that energy has the ability to cause motion or create change.	Units 1 & 5	Units 1, 6-8	Units 1, 6-9
		4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.	Units 5, 8-9	Units 6-9	Units 6-9
		4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.	Unit 8	Unit 8	Unit 8
		4.P.10.4 Describe how moving water and air are sources of energy and can be used to move things.		Units 1-3, 8	Units 1
	Energy Transfer & Transformations	**4.P.11.1** Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.	Units 1-2	Units 1-2	Units 1-3
		4.P.11.2 Identify common materials that conduct heat well or poorly.		*May be integrated in Units 1-2	
		4.P.12.1 Recognize that an object in motion always changes its position and may change its direction.	Units 1 and 5	Unit 1	Units 1 & 6

	Motion of Objects	**4.P.12.2** Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.	Unit 5	Unit 1	

Grade 5

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Life Science	Organization & Development of Living Organisms	**5.L.14.1** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.		*May be integrated in Unit 4.	
		5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.	Unit 4	Units 4-5	
	Diversity & Evolution of Living Organisms	**5.L.15.1** Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	Unit 3	Unit 5	Unit 5
	Interdependence	**5.L.17.1** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.	Unit 4	Unit 5	Unit 5

Grade 5

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Earth & Space Science	Earth & Space in Time	**5.E.5.1** Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.	Unit 1	Unit 1	Unit 1
		5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.		Unit 1	Unit 1
		5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.	Unit 1	Unit 1	Unit 1
	Earth Systems & Patterns	**5.E.7.1** Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to the other.	Unit 2	Unit 2	Unit 3
		5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.	Unit 2	Unit 3	Unit 3
		5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.			*May be integrated in Unit 3*
		5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and	Unit 2	Unit 3	Unit 3

		precipitation determine the weather in a particular place and time.			
		5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.	Unit 2	Unit 3	**Unit 3**
		5.E.7.5 Recognize that some weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.	Unit 2-3	Unit 3	**Unit 3**
Physical Science	**Properties of Matter**	**5.P.8.1** Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.	Unit 1-2	Unit 1	**Unit 1-3**
		5.P.8.2 Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.			***May be integrated in Unit 3***
		5.P.8.4 Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.	Unit 1	Unit 1	**Unit 1**
		5.P.8.3 Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.			***May be integrated in Units 1-2***

Grade 5

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Physical Science	Changes in Matter	**5.P.9.1** Investigate and describe that many physical and chemical changes are affected by temperature.	**This concept is explored in Grades 6-8*		
	Forms of Energy	**5.P.10.1** Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.	Units 5, 8-9	Units 6-9	**Units 6-9**
		5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change.	Unit 5	Unit 1	**Units 1-3**
		5.P.10.3 Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.	Unit 7	Unit 7	**Unit 7**
		5.P.10.4 Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.		Unit 7	**Unit 7**
	Energy Transfer/ Transformations	**5.P.11.1** Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).	Unit 7	Unit 7	**Unit 7**
		5.P.11.2 Identify & classify materials that conduct electricity & materials that do not.	Unit 7	Unit 7	**Unit 7**

Grade 5

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 3	Grade 4	Grade 5
Physical Science	**Forces & Changes in Motion**	**5.P.13.1** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.	Units 1, 5	Units 1, 6	**Unit 6**
		5.P.13.2 Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.	Units 1, 5-6	Units 1, 6	**Unit 6**
		5.P.13.3 Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.		Unit 1	***May be integrated in Unit 1***
		5.P.13.4 Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.	Unit 1, 5-6	Unit 1, 6	**Unit 1, 6**

Grade 6

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Earth & Space Science	Earth Structures	**SC.6.E.6.1** Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	Unit 5	Units 2-3, 7	
		SC.6.E.6.1 Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	Unit 5 *Florida connections may be integrated*	Units 2-3, 7	
	Earth Systems and Patterns	**SC.6.E.7.1** Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	Unit 5	Units 2-3, 7	
		SC.6.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	Units 4-5	Unit 3, 7	Unit 2
		SC.6.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.	Unit 4		Unit 3
		SC.6.E.7.4 Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	Units 4-8	Units 2-4, 6-7	Units 2-4, 7

Grade 6

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Earth & Space Science	Earth Systems and Patterns	**SC.6.E.7.5** Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.	*May be integrated in Unit 4		Unit 3
		SC.6.E.7.6 Differentiate between weather and climate.	Unit 4	Unit 3	Unit 3
		SC.6.E.7.7 Investigate how natural disasters have affected human life in Florida.	*May be integrated in Unit 4		
		SC.6.E.7.8 Describe ways human beings protect themselves from hazardous weather and sun exposure.	*May be integrated in Unit 4 or 9		
		SC.6.E.7.9 Describe how the composition and structure of the atmosphere protects life and insulates the planet.	*May be integrated in Unit 4		Unit 3

Grade 6

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Life Science	Organization & Development of Living Organisms	**SC.6.L.14.1** Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.	Units 6-7	Units 4-5	Unit 4
		SC.6.L.14.2 Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.	Units 6, 8	Unit 4	Unit 4
		SC.6.L.14.3 Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.	Units 6, 8	Unit 4	Unit 4
		SC.6.L.14.4 Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.	Units 6, 8	Unit 4	Unit 4
		SC.6.L.14.5 Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.	Unit 7		Unit 4

		SC.6.L.14.6 Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.	*May be integrated in Unit 7		

Grade 6

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Nature of Science	The Role of Theories, Laws, Hypotheses, and Models	**SC.6.N.3.1** Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.	Units 1-9	Units 1-9	Units 1-9
		SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.	*This differentiation may be integrated in Units 1-9	*This differentiation may be integrated in Units 1-9	*This differentiation may be integrated in Units 1-9
		SC.6.N.3.3 Give several examples of scientific laws.	Units 1-9	Units 1-9	Units 1-9
		SC.6.N.3.4 Identify the role of models in the context of the sixth grade science benchmarks.	Units 1-9	Units 1-9	Units 1-9

Grade 6

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Physical Science	Energy Transfer & Transformations	**SC.6.P.11.1** Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.	Unit 1	Unit 8	Unit 1
	Motion of Objects	**SC.6.P.12.1** Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.		Unit 8	
	Forces and Changes in Motion	**SC.6.P.13.1** Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.	Unit 1	Unit 3, 9 *Magnetic and electrical forces	Unit 1, 8 *Magnetic and electrical forces
		SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	Unit 1, 3	Unit 3, 6	Unit 2
		SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.	Units 1-3, 9	Unit 8	Unit 8

Grade 7

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Earth and Space Science	Earth Structures	**SC.7.E.6.1** Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	Unit 5	Unit 2	
		SC.7.E.6.2 Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	Unit 5	Unit 2	
		SC.7.E.6.3 Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	Unit 5	Units 2-3	
		SC.7.E.6.4 Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	Unit 5	Units 2-3	
		SC.7.E.6.5 Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	Unit 5	Unit 2	
		SC.7.E.6.6 Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	Unit 8	Unit 7	Unit 7
		SC.7.E.6.7 Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	Unit 5	Unit 2	

Grade 7

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Life Science	Diversity and Evolution of Living Organisms	**SC.7.L.15.1** Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.	Unit 6	Unit 3	Units 4, 6
		SC.7.L.15.2 Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	Unit 6		Units 4, 6
		SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	Unit 6		Units 5-6
	Heredity and Reproduction	**SC.7.L.16.1** Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.		Unit 5	Units 5-6
		SC.7.L.16.2 Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.		Unit 5	Units 5-6

Grade 7

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Life Science	Heredity and Reproduction	**SC.7.L.16.3** Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.	Unit 6	Unit 5	Units 5-6
		SC.7.L.16.4 Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.		Unit 5	Units 5-6
	Interdependence	**SC.7.L.17.1** Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	Unit 8	Unit 6	Unit 7
		SC.7.L.17.2 Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.	Unit 8	Unit 6	Unit 7
		SC.7.L.17.3 Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.	Unit 8	Unit 6-7	Unit 7

Grade 7

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Nature of Science	**The Practice of Science**	**SC.7.N.1.1** Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	Units 1-9	**Units 1-9**	Units 1-9
		SC.7.N.1.2 Differentiate replication (by others) from repetition (multiple trials).	Units 3-4, 9	**Units 1, 7-9**	Units 2-3, 7-9
		SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.	Units 1-9	**Units 1-9**	Units 1-9
		SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.	Units 1-9	**Units 1-9**	Units 1-3, 6-9
		SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.	**May be integrated in Units 1-9*	****May be integrated in Units 1-9***	**May be integrated in Units 1-9*

Grade 7

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Nature of Science	The Practice of Science	**SC.7.N.1.6** Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.	Units 1-9	Units 1-9	Units 1-9
		SC.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.	Units 1-9	Units 1-9	Units 1-9
	The Characteristics of Scientific Knowledge	**SC.7.N.2.1** Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.	Unit 1	Units 1, 3, 9	Units 1-3
	The Role of Theories, Laws, Hypotheses, and Models	**SC.7.N.3.1** Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.	Units 1-9	Units 1-9	Units 1-9
		SC.7.N.3.2 Identify the benefits and limitations of the use of scientific models.	Units 1-9	Units 1-9	Units 1-9

Grade 7

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Physical Science	Forms of Energy	**SC.7.P.10.1** Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.	Unit 3	Unit 6 *Only some elements explored in this grade level.	Unit 9
		SC.7.P.10.2 Observe and explain that light can be reflected, refracted, and/or absorbed.	Unit 3		Unit 9
		SC.7.P.10.3 Recognize that light waves, sound waves, and other waves move at different speeds in different materials.	Unit 3		Unit 9
	Energy Transfer and Transformations	**SC.7.P.11.1** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.	Unit 2	Units 1-2, 6	Unit 1, 8
		SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.	Unit 1-3	Units 1-2, 6, 8	Unit 1, 8
		SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	Units 1-3	Unit 1-3, 7-8	Units 1-3, 7-8
		SC.7.P.11.4 Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	Unit 2-5	Units 1-2	Units 1-2

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Earth and Space Science	Earth in Space and Time	**SC.8.E.5.1** Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	Unit 3		Unit 2
		SC.8.E.5.2 Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.			Unit 2
		SC.8.E.5.3 Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.			Unit 2
		SC.8.E.5.4 Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.			Unit 2
		SC.8.E.5.5 Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).			*May be integrated in Unit 2.*
		SC.8.E.5.6 Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.			*May be integrated in Unit 2.*

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Earth and Space Science	Earth in Space and Time	**SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	Unit 3		**Unit 2**
		SC.8.E.5.8 Compare various historical models of the Solar System, including geocentric and heliocentric.	Unit 3		**Unit 2**
		SC.8.E.5.9 Explain the impact of objects in space on each other including: 1. the Sun on the Earth including seasons and gravitational attraction2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	**Elements of these ideas are explored in Units 3-4.*	**Elements of these ideas are explored in Unit 6.*	**Unit 2**
		SC.8.E.5.10 Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	Unit 3		**Unit 9**
		SC.8.E.5.11 Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	**Elements of these ideas are explored in Unit 3.*		****Elements of these ideas are explored in Unit 9.***
		SC.8.E.5.12 Summarize the effects of space exploration on the economy and culture of Florida.	**May be integrated in Unit 3.*		****May be integrated in Unit 2.***

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Life Science	Matter and Energy Transformations	**SC.8.L.18.1** Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.	Unit 8	Units 4, 6	Units 4, 6
		SC.8.L.18.2 Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.		Unit 4	Unit 4
		SC.8.L.18.3 Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.	Unit 8	Units 4, 6	Units 4, 6
		SC.8.L.18.4 Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.		Unit 4	Unit 4

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Earth and Space Science	**Earth in Space and Time**	**SC.8.E.5.10** Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	Unit 3		**Unit 9**
		SC.8.E.5.11 Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	**Elements of these ideas are explored in Unit 3.*		****Elements of these ideas are explored in Unit 9.***
		SC.8.E.5.12 Summarize the effects of space exploration on the economy and culture of Florida.	**May be integrated in Unit 3.*		****May be integrated in Unit 2.***
Life Science	**Matter and Energy Transformations**	**SC.8.L.18.1** Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.	Unit 8	Units 4, 6	**Units 4, 6**
		SC.8.L.18.2 Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.		Unit 4	**Unit 4**

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Life Science	**Matter and Energy Transformations**	**SC.8.L.18.3** Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.	Unit 8	Units 4, 6	**Units 4, 6**
		SC.8.L.18.4 Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.		Unit 4	**Unit 4**
Nature of Science	**The Practice of Science**	**SC.8.N.1.1** Define a problem from the eighth-grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.			**Units 1-9**
		SC.8.N.1.2 Design and conduct a study using repeated trials and replication.	Units 1-9	Units 1-9	**Units 1-9**
		SC.8.N.1.3 Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.	Units 1-9	Units 1-9	**Units 1-9**

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Nature of Science	**The Practice of Science**	**SC.8.N.1.4** Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.	Units 1-9	Units 1-9	**Units 1-9**
		SC.8.N.1.5 Analyze the methods used to develop a scientific explanation as seen in different fields of science.	Units 1-9	Units 1-9	**Units 1-9**
		SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.	Units 1-9	Units 1-9	**Units 1-9**
	The Characteristics of Scientific Knowledge	**SC.8.N.2.1** Distinguish between scientific and pseudoscientific ideas.	*May be integrated in any unit.*	*May be integrated in any unit.*	***May be integrated in any unit.***
		SC.8.N.2.2 Discuss what characterizes science and its methods.	Units 1-9	Units 1-9	**Units 1-9**

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Nature of Science	The Role of Theories, Laws, Hypotheses, and Models	**SC.8.N.3.1** Select models useful in relating the results of their own investigations.	Units 1-9	Units 1-9	Units 1-9
		SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.	Units 1-9	Units 1-9	Units 1-9
	Science and Society	**SC.8.N.4.1** Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.	Units 1-9	Units 1-9	Units 1-9
		SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.	Units 1-9	Units 1-9	Units 1-9

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Physical Science	**Properties of Matter**	**SC.8.P.8.1** Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.	Unit 2	Unit 1	**Unit 1**
		SC.8.P.8.2 Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.	Unit 1	Units 1-2	**Units 1-2**
		SC.8.P.8.3 Explore and describe the densities of various materials through measurement of their masses and volumes.	Units 1-2	Units 1-2	**Units 1-2**
		SC.8.P.8.4 Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.	Units 1-4	Units 1-3, 6-7	**Units 1-3, 7-9**
		SC.8.P.8.5 Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.	Units 1-2	Unit 1	**Unit 1**

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Physical Science	**Properties of Matter**	**SC.8.P.8.6** Recognize that elements are grouped in the periodic table according to similarities of their properties.	Units 2	Unit 1	Unit 1
		SC.8.P.8.7 Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).	Units 1-2	Unit 1	Unit 1
		SC.8.P.8.8 Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.	Unit 2 & 8	Unit 1	Unit 1 & 7
		SC.8.P.8.9 Distinguish among mixtures (including solutions) and pure substances.	Unit 2	Units 1, 4	Unit 1

Grade 8

Strand	Topic	Florida Next Generation Sunshine State Standard	Where Standards is Integrated in KnowAtom		
			Grade 6	Grade 7	Grade 8
Physical Science	**Changes in Matter**	**SC.8.P.9.1** Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.	Unit 2	Unit 1	Unit 1
		SC.8.P.9.2 Differentiate between physical changes and chemical changes.	Unit 2	Unit 1	Unit 1
		SC.8.P.9.3 Investigate and describe how temperature influences chemical changes.		Unit 1	Unit 1

Florida's

B.E.S.T.

Standards for

MATH

Grade 3

TEACHING EDITION

Ron Larson



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Benchmark Code	Benchmark	Grade 3
Number Sense and Operations		
MA.3.NSO.1	**Understand the place value of four-digit numbers.**	
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	7.1, 7.2
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	7.3
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	7.5
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	7.6, 7.7, 8.2
MA.3.NSO.2	**Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.**	
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.3
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	6.4, 6.5, 6.6, 7.4
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 5.2, 5.3

Mathematics Correlated to Grade 3



Benchmark Code	Benchmark	Grade 3
Fractions		
MA.3.FR.1	**Understand fractions as numbers and represent fractions.**	
MA.3.FR.1.1	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.	9.1, 9.2
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{m}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself m times.	9.3, 9.4, 9.5, 9.6
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	9.7
MA.3.FR.2	**Order and compare fractions and identify equivalent fractions.**	
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	10.4, 10.5, 10.6, 10.7
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	10.1, 10.2, 10.3
Algebraic Reasoning		
MA.3.AR.1	**Solve multiplication and division problems.**	
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	1.4, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 6.6, 6.7
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, 6.8, 6.9, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10

Benchmark Code	Benchmark	Grade 3
MA.3.AR.2	**Develop an understanding of equality and multiplication and division.**	
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	4.10
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, 5.2, 5.3, 6.8
MA.3.AR.3	**Identify numerical patterns, including multiplicative patterns.**	
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	5.4
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	5.2
MA.3.AR.3.3	Identify, create and extend numerical patterns.	5.1
Measurement		
MA.3.M.1	**Measure attributes of objects and solve problems involving measurement.**	
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole number lengths, masses, weights, temperatures or liquid volumes.	11.8, 11.9, 11.10, 11.11
MA.3.M.2	**Tell and write time and solve problems involving time.**	
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using A.M. and P.M. appropriately.	11.1
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	11.2, 11.3, 11.4

Mathematics Correlated to Grade 3 (continued)

Benchmark Code	Benchmark	Grade 3
Geometric Reasoning		
MA.3.GR.1	**Describe and identify relationships between lines and classify quadrilaterals.**	
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	12.1, 12.2, 12.3, 12.5
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	12.5, 12.6, 12.7
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures.	12.4
MA.3.GR.2	**Solve problems involving the perimeter and area of rectangles.**	
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	6.1, 6.2
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	6.3
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	6.1, 6.2, 6.3, 14.1, 14.4
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole number side lengths.	14.2, 14.3, 14.4
MA.3.DP.1	**Collect, represent and interpret numerical and categorical data.**	
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	13.2, 13.4, 13.6
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7

Suggested Pacing

Chapters 1–14 160 Days

Chapter 1 (11 Days)

Chapter Opener	1 Day
Lesson 1.1	1 Day
Lesson 1.2	1 Day
Lesson 1.3	1 Day
Lesson 1.4	1 Day
Lesson 1.5	1 Day
Lesson 1.6	1 Day
Lesson 1.7	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**11 Days**

Chapter 2 (9 Days)

Chapter Opener	1 Day
Lesson 2.1	1 Day
Lesson 2.2	1 Day
Lesson 2.3, Lesson 2.4	1 Day
Lesson 2.5	1 Day
Lesson 2.6	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**20 Days**

Chapter 3 (14 Days)

Chapter Opener	1 Day
Lesson 3.1	1 Day
Lesson 3.2	1 Day
Lesson 3.3	1 Day
Lesson 3.4	1 Day
Lesson 3.5	1 Day
Lesson 3.6	1 Day
Lesson 3.7	1 Day
Lesson 3.8	1 Day
Lesson 3.9	1 Day
Lesson 3.10	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**34 Days**

Chapter 4 (16 Days)

Chapter Opener	1 Day
Lesson 4.1	1 Day
Lesson 4.2	1 Day
Lesson 4.3	1 Day
Lesson 4.4	1 Day
Lesson 4.5	1 Day
Lesson 4.6	1 Day
Lesson 4.7	1 Day
Lesson 4.8	1 Day
Lesson 4.9	1 Day
Lesson 4.10	1 Day
Lesson 4.11	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Cumulative Practice	1 Day
Year-To-Date	**50 Days**

Chapter 5 (7 Days)

Chapter Opener	1 Day
Lesson 5.1	1 Day
Lesson 5.2, Lesson 5.3	1 Day
Lesson 5.4	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**57 Days**

Chapter 6 (12 Days)

Chapter Opener	1 Day
Lesson 6.1	1 Day
Lesson 6.2	1 Day
Lesson 6.3	1 Day
Lesson 6.4	1 Day
Lesson 6.5	1 Day
Lesson 6.6	1 Day
Lesson 6.7	1 Day
Lesson 6.8, Lesson 6.9	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**69 Days**

Chapter 7 (11 Days)

Chapter Opener	1 Day
Lesson 7.1	1 Day
Lesson 7.2	1 Day
Lesson 7.3	1 Day
Lesson 7.4	1 Day
Lesson 7.5	1 Day
Lesson 7.6	1 Day
Lesson 7.7	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**80 Days**

Chapter 8 (15 Days)

Chapter Opener	1 Day
Lesson 8.1	1 Day
Lesson 8.2	1 Day
Lesson 8.3	1 Day
Lesson 8.4	1 Day
Lesson 8.5	1 Day
Lesson 8.6	1 Day
Lesson 8.7	1 Day
Lesson 8.8	1 Day
Lesson 8.9	1 Day
Lesson 8.10	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Cumulative Practice	1 Day
Year-To-Date	**95 Days**

Chapter 9 (10 Days)

Chapter Opener	1 Day
Lesson 9.1	1 Day
Lesson 9.2	1 Day
Lesson 9.3	1 Day
Lesson 9.4, Lesson 9.5	1 Day
Lesson 9.6	1 Day
Lesson 9.7	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**105 Days**

Chapter 10 (11 Days)

Chapter Opener	1 Day
Lesson 10.1	1 Day
Lesson 10.2	1 Day
Lesson 10.3	1 Day
Lesson 10.4	1 Day
Lesson 10.5	1 Day
Lesson 10.6	1 Day
Lesson 10.7	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**116 Days**

An editable version of the Pacing Guide is available at *BigIdeasMath.com*.

Chapter 11 (15 Days)

Chapter Opener	1 Day
Lesson 11.1	1 Day
Lesson 11.2	1 Day
Lesson 11.3	1 Day
Lesson 11.4	1 Day
Lesson 11.5	1 Day
Lesson 11.6	1 Day
Lesson 11.7	1 Day
Lesson 11.8, Lesson 11.9	1 Day
Lesson 11.10	1 Day
Lesson 11.11	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Cumulative Practice	1 Day
Year-To-Date	**131 Days**

Chapter 12 (11 Days)

Chapter Opener	1 Day
Lesson 12.1	1 Day
Lesson 12.2	1 Day
Lesson 12.3	1 Day
Lesson 12.4	1 Day
Lesson 12.5	1 Day
Lesson 12.6	1 Day
Lesson 12.7	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**142 Days**

Chapter 13 (9 Days)

Chapter Opener	1 Day
Lesson 13.1, Lesson 13.2	1 Day
Lesson 13.3, Lesson 13.4	1 Day
Lesson 13.5	1 Day
Lesson 13.6	1 Day
Lesson 13.7	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Year-To-Date	**151 Days**

Chapter 14 (9 Days)

Chapter Opener	1 Day
Lesson 14.1	1 Day
Lesson 14.2	1 Day
Lesson 14.3	1 Day
Lesson 14.4	1 Day
End of Chapter	2 Days
Chapter Assessment	1 Day
Cumulative Practice	1 Day
Year-To-Date	**160 Days**



Understand Multiplication and Division

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17. **Model Real Life** You sell 8 orchids. You want to raise $70. Do you reach your goal? Explain.

Flower Sale	
Lily	$6
Orchid	$9

DIG DEEPER Newton sells 9 lilies. Descartes sells 5 orchids. Who raises more money, Newton or Descartes? Explain.



4 Division Facts and Strategies

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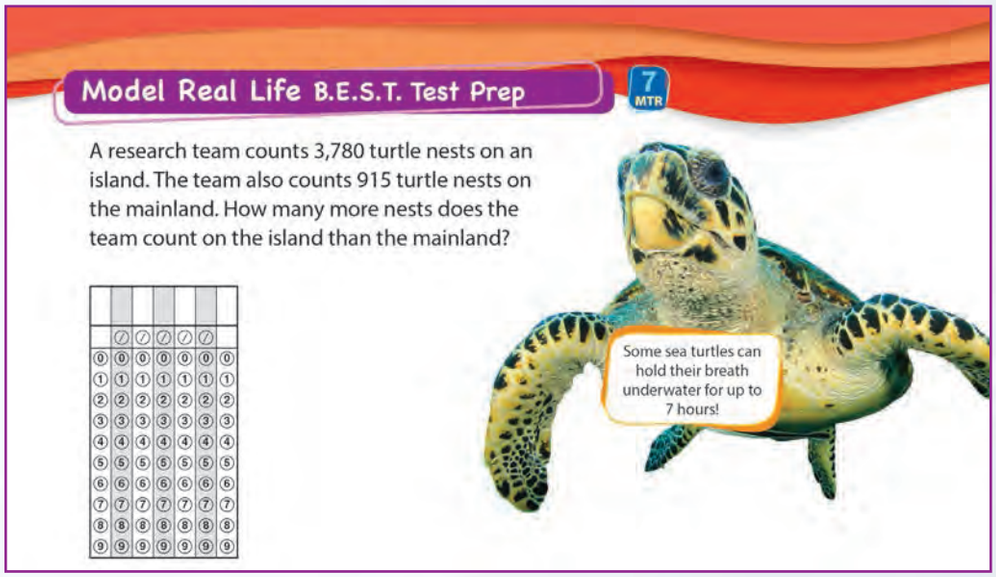
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B.E.S.T.

Standards for

MATH

with CalcChat® and CalcView®

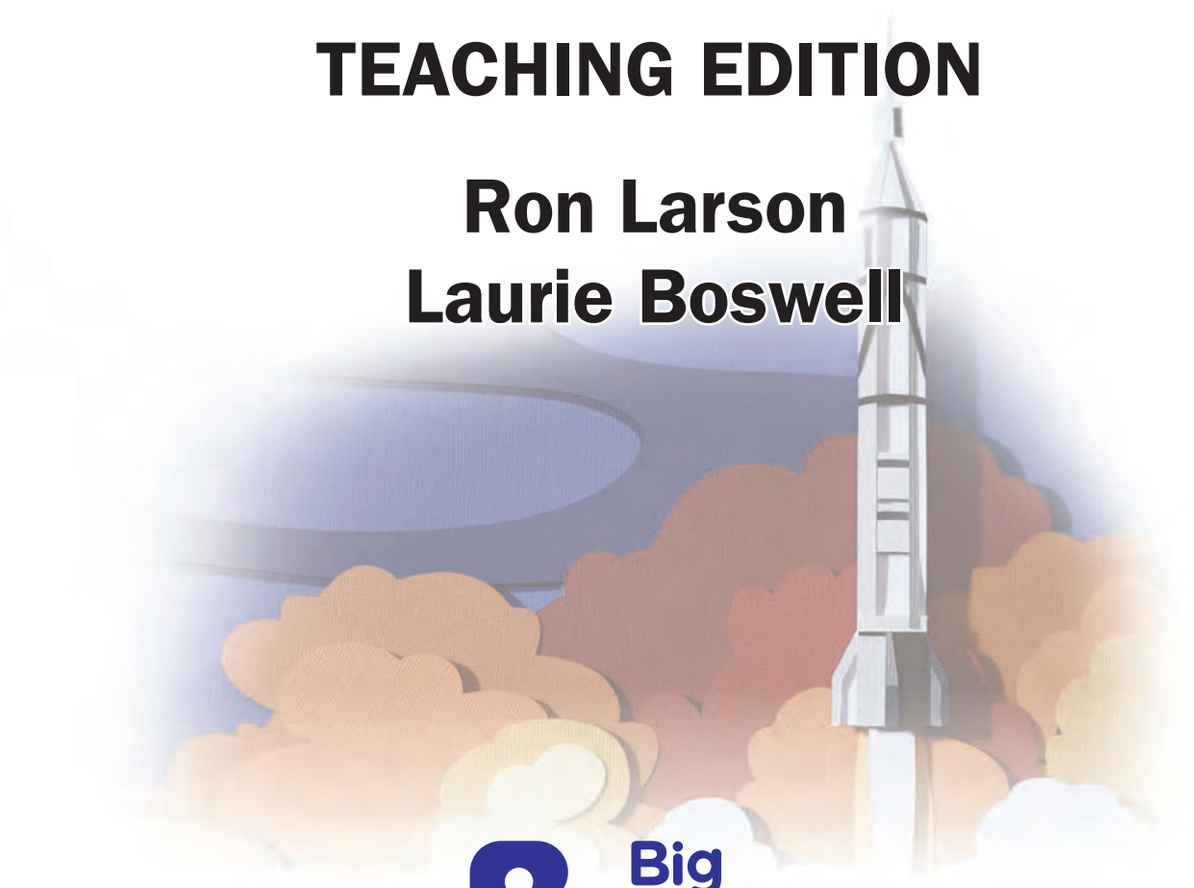
Grade 8

Pre-Algebra

TEACHING EDITION

Ron Larson

Laurie Boswell



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A Single Authorship Team

Written by renowned authors, Dr. Ron Larson and Dr. Laurie Boswell, *Florida's B.E.S.T. Standards for MATH* offers a seamless math pedagogy from elementary through high school. Together, Ron and Laurie provide a consistent voice that encourages students to make connections through cohesive progressions and clear instruction. Since 1992, Ron and Laurie have authored over 50 mathematics programs.



Each time Laurie and I start working on a new program, we spend time putting ourselves in the position of the reader. How old is the reader? What is the reader's experience with mathematics? The answers to these questions become our writing guides. Our goal is to make the learning targets understandable and to develop these targets in a clear path that leads to student success.

Ron Larson

Ron Larson, Ph.D., is well known as lead author of a comprehensive and widely used mathematics program that ranges from elementary school through college. He holds the distinction of Professor Emeritus from Penn State Erie, The Behrend College, where he taught for nearly 40 years. He received his Ph.D. in mathematics from the University of Colorado. Dr. Larson engages in the latest research and advancements in mathematics education and consistently incorporates key pedagogical elements to ensure focus, coherence, rigor, and student self-reflection.

My passion and goal in writing is to provide an essential resource for exploring and making sense of mathematics. Our program is guided by research around the learning and teaching of mathematics in the hopes of improving the achievement of all students. May this be a successful year for you!

Laurie Boswell



Laurie Boswell, Ed.D., is the former Head of School at Riverside School in Lyndonville, Vermont. In addition to authoring textbooks, she provides mathematics consulting and embedded coaching sessions. Dr. Boswell received her Ed.D. from the University of Vermont in 2010. She is a recipient of the Presidential Award for Excellence in Mathematics Teaching and later served as president of CPAM. Laurie has taught math to students at all levels, elementary through college. In addition, Laurie has served on the NCTM Board of Directors and as a Regional Director for NCSM. Along with Ron, Laurie has co-authored numerous math programs and has become a popular national speaker.

Making the Florida Covers

K–5: Florida's Diverse Wildlife



Kindergarten
Amphibian: Frog



Grade 1
Mammal: Armadillo



Grade 2
Mammal: Manatee



Grade 3
Bird: Crane



Grade 4
Fish: Sailfish

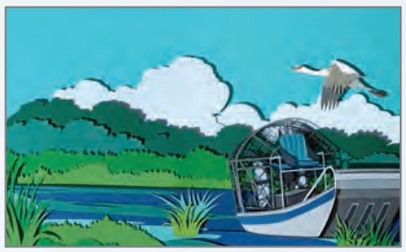


Grade 5
Reptile: Alligator

6–8: Florida Firsts



Grade 6
First Scheduled Commercial Flight in U.S. (1914)



Grade 7
First Airboat in U.S. (1920)



Grade 8
First Launch of a U.S. Satellite, Explorer I (1958)



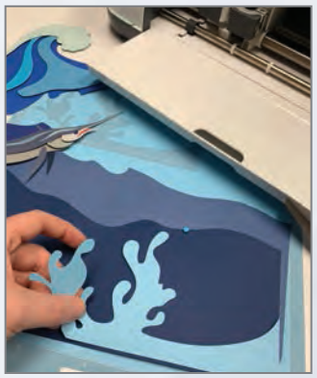
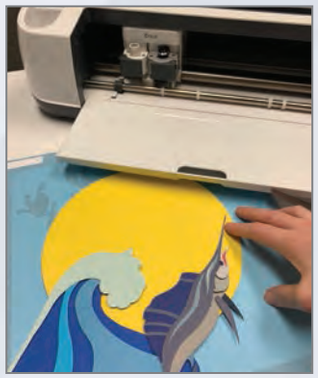
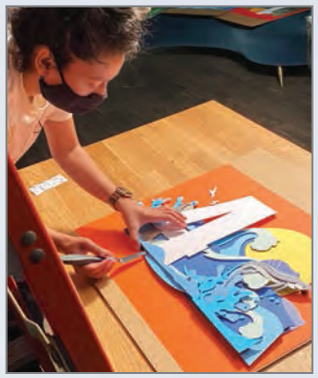
Grade 6 Accelerated
First Masonry Fort in U.S. (1565)



Grade 7 Accelerated
First Light Bulb Patent in U.S. (1880)

Step 1:

Graphic artists **Betsi Santos** and **Mary Rose** design each cover. They then cut out the art pieces and assemble them using tweezers, glue, and round foam stickers.

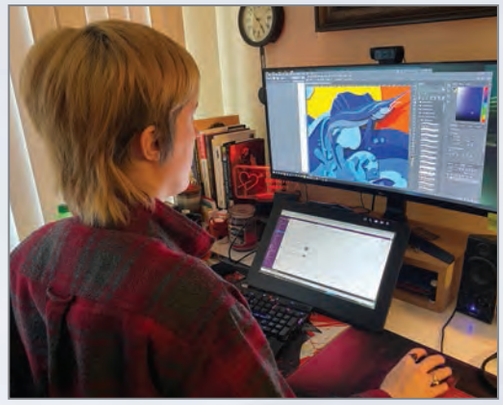



Step 2:

Adam Leene and Betsi photograph the paper design. *(left)*

Step 3:

Mary prepares the design for the cover. *(right)*



Step 4:

The books are printed and ready for use to implement *Florida's B.E.S.T. Standards for Mathematics*.



About the Artists

Betsi Santos has a passion for creating art. With a Fine Arts degree from Eastern New Mexico University, she seamlessly blends her graphic design and set building expertise with great precision and attention to detail.

Mary Rose is a "jack-of-all-trades" in the film industry. Her degree in Theatre Production Design and Technology from the University of Illinois has led to a career in set painting, building, prop fabrication, and graphic design.

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Research

Ron Larson and Laurie Boswell used the latest in educational research, along with the body of knowledge collected from expert mathematics educators, to develop the *Florida's B.E.S.T. Standards for MATH* series. The pedagogical approach used in this program follows the best practices outlined in the most prominent and widely accepted educational research, including:

- *B.E.S.T. Standards for Mathematics*, Florida Department of Education ©2020
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- *Visible Learning for Mathematics*
  John Hattie ©2017
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Contributing Specialists and Reviewers

Big Ideas Learning would like to express our gratitude to the mathematics education and instruction experts from Florida who served as our advisory panel, in addition to all the contributing specialists, and reviewers that played a key role in writing of *Florida's B.E.S.T. Standards for MATH*. Their input was an invaluable asset during the development of this program.

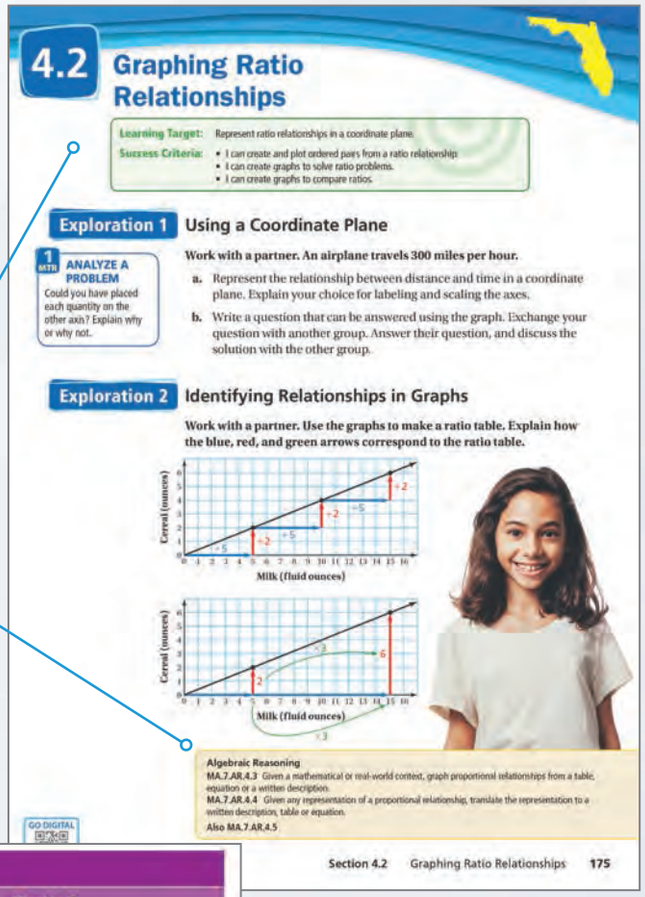
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Instructional Design

A single authorship team from Kindergarten through Algebra 2 results in a logical progression of focused topics with thoughtful coherence and rigor throughout the curriculum.

FOCUS

Focused on *Florida's B.E.S.T. Standards for Mathematics*, each section displays the precise language of Florida benchmarks, making the expectations clear. Learning Targets and Success Criteria are aligned to those expectations.



4.2 Graphing Ratio Relationships

Learning Target: Represent ratio relationships in a coordinate plane.

Success Criteria:
- I can create and plot ordered pairs from a ratio relationship.
- I can create graphs to solve ratio problems.
- I can create graphs to compare ratios.

Exploration 1 Using a Coordinate Plane

1 MTR ANALYZE A PROBLEM
Could you have placed each quantity on the other axis? Explain why or why not.

Work with a partner. An airplane travels 300 miles per hour.

a. Represent the relationship between distance and time in a coordinate plane. Explain your choice for labeling and scaling the axes.

b. Write a question that can be answered using the graph. Exchange your question with another group. Answer their question, and discuss the solution with the other group.

Exploration 2 Identifying Relationships in Graphs

Work with a partner. Use the graphs to make a ratio table. Explain how the blue, red, and green arrows correspond to the ratio table.

Cereal (ounces)
Milk (fluid ounces)

Algebraic Reasoning
MA.7.AR.4.3 Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.
MA.7.AR.4.4 Given any representation of a proportional relationship, translate the representation to a written description, table or equation.
Also MA.7.AR.4.5

Section 4.2 Graphing Ratio Relationships 175

Florida benchmarks are shown at the beginning of each section, with a related **Learning Target** and **Success Criteria** to guide student learning.

COHERENCE Through the Grades

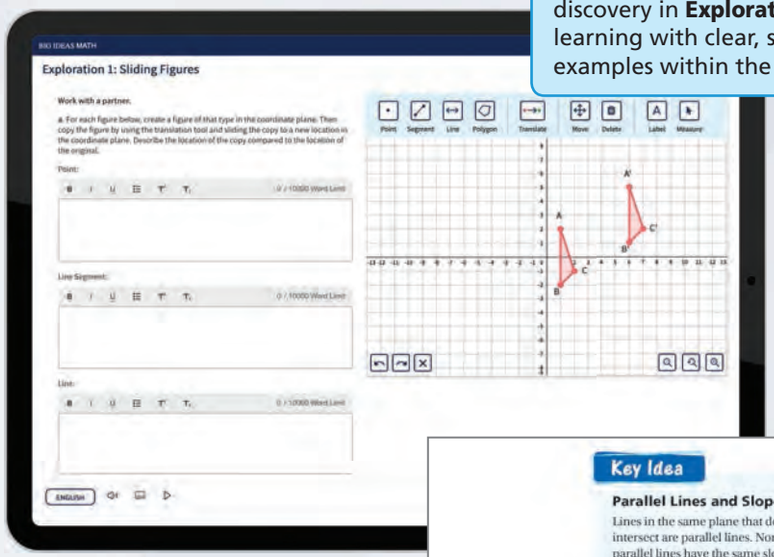
Grade 6	Grade 7	Grade 8
• **MA.6.NSO.2.2** Fluently multiply and divide fractions and mixed numbers. • **MA.6.NSO.2.1** Fluently multiply and divide positive decimals to the thousandths place. • **MA.6.NSO.3.5** Rewrite positive fractions, decimals, and percents in different but equivalent forms. • **MA.6.NSO.1.1, MA.6.NSO.1.2** Use rational numbers to describe quantities. Plot, order, and compare rational numbers. • **MA.6.NSO.4.1, MA.6.NSO.4.2** Add, subtract, multiply, and divide integers.	• **MA.7.NSO.2.2** Fluently add, subtract, multiply, and divide rational numbers. • **MA.7.NSO.2.3** Solve real-world problems involving the four operations with rational numbers. • **MA.7.NSO.1.2** Convert between fractions and decimals. • **MA.7.NSO.2.1** Use the order of operations to evaluate expressions involving rational numbers.	• **MA.8.NSO.1.5** Perform operations with numbers written in scientific notation. • **MA.8.NSO.1.6** Solve real-world problems involving operations with numbers written in scientific notation. • **MA.8** ratio • **MA.8** irrati irrati

Every chapter is written to follow the progressions built into the Florida benchmarks. The **Progressions** show how content progresses from grade to grade. This Grade 7 standard, on conversion of fractions and decimals, builds on foundational work with equivalent forms from Grade 6.

COHERENCE

The sequence of topics, from Kindergarten to Algebra 2, follows the benchmarks and clarifications for each grade and progresses meaningfully within each grade and between grade levels.

from a Single Authorship Team

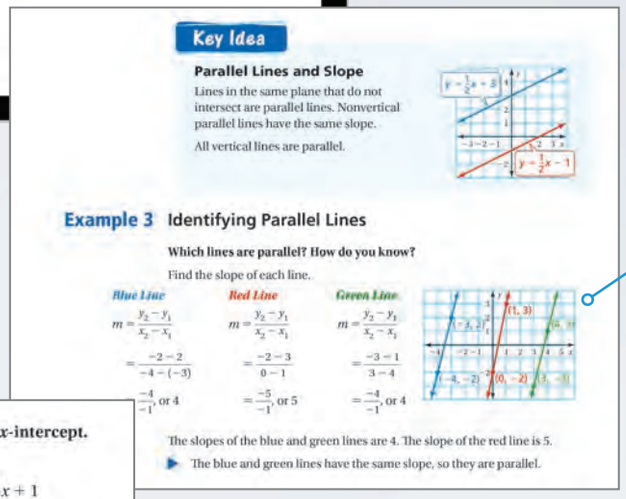


Students have the opportunity to develop foundational concepts with discovery in **Exploration**, and solidify learning with clear, stepped-out examples within the section.

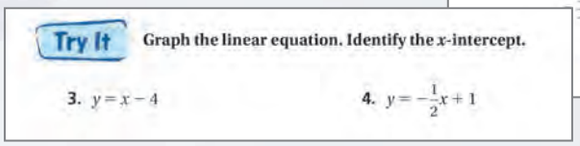
RIGOR

In every chapter, students have opportunities to explore, discover, and solidify conceptual understanding, then apply and transfer that learning. This program weaves together the three important building blocks of rigor.

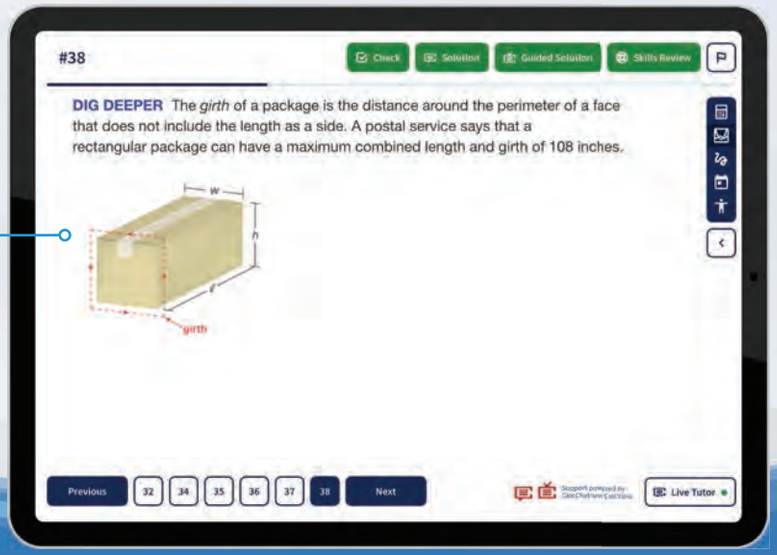
- **Conceptual Understanding**
  Discovering why
- **Procedural Fluency**
  Learning how
- **Application**
  Knowing when to apply



Students build procedural fluency with clear **Key Ideas** and **Examples**, then have abundant opportunities to practice skills in **Try It**, **In-Class Practice**, **Practice**, and **Review & Refresh**.



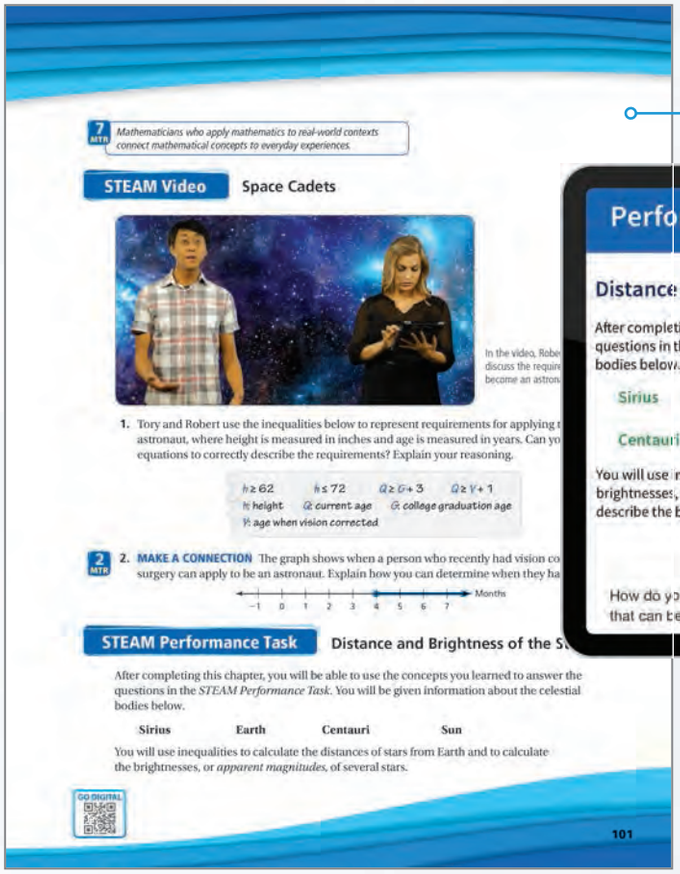
Students apply their knowledge with **Modeling Real Life**, **Dig Deeper**, and other non-routine problems to achieve deeper levels of learning. They solve problems in different contexts, see connections between ideas, and justify their thinking.



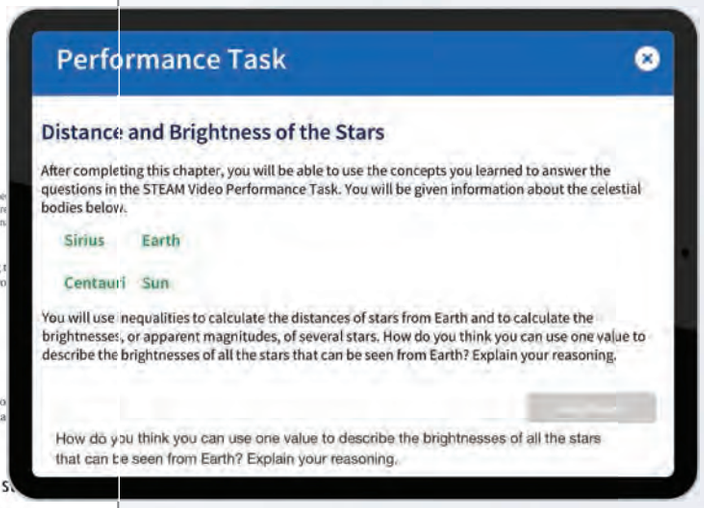
A Program Geared Toward Fluency

What is Fluency?

Fluency is more than the memorization of facts or procedures. Fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving to achieve automaticity. Students connect their conceptual understanding with strategies and methods that makes sense to them.



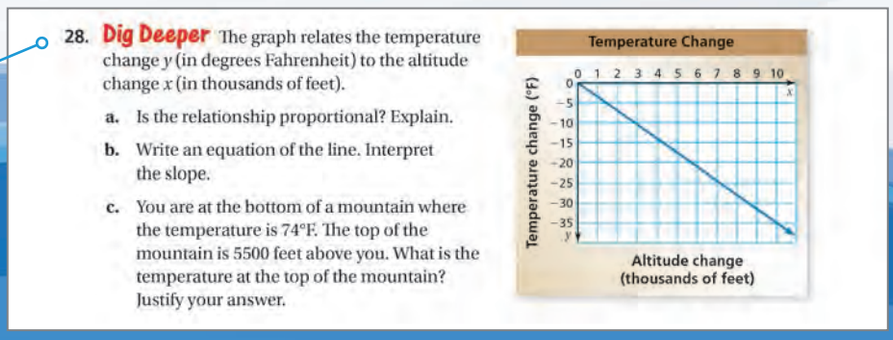
Students begin every chapter thinking about the world around them. Then they apply what they learn in the chapter with a related **Performance Task**.



Why Fluency Matters

By building fluency in arithmetic, students can efficiently use foundational skills to solve deeper, more meaningful problems about the world around them. Fluency will contribute to their success not only in school, but also in their daily life.

Modeling Real Life, **Dig Deeper**, and other non-routine problems help students apply and deepen their learning.

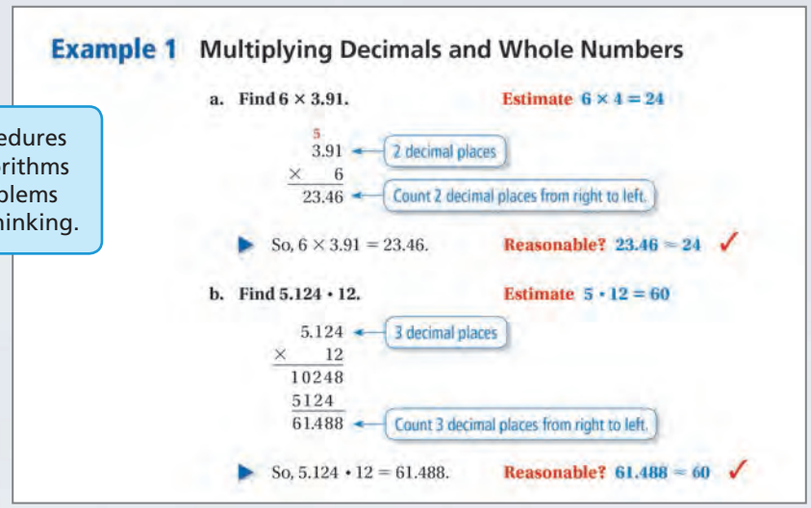


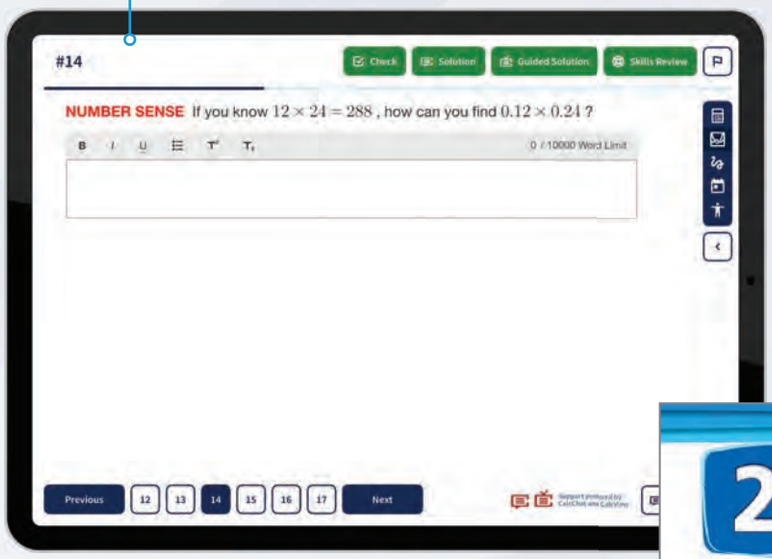
Procedural Fluency

In previous grades, students used manipulatives and discussion to explore arithmetic operations and they found reliable methods for solving. Now, they are becoming independently fluent to solve problems. This program provides ample opportunities for students to achieve fluency in various benchmarks at the appropriate grade level. Students will utilize skills to show they are efficient and accurate in their procedures.

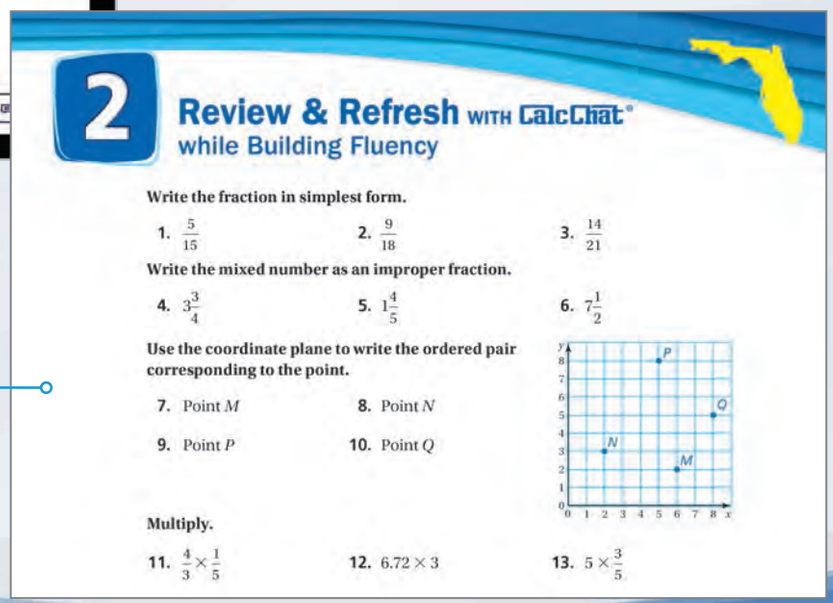
Students practice using standard algorithms to solve exercises in **Try It**, **In-Class Practice**, **Practice**, and **Review & Refresh.**

Students use procedures and standard algorithms to solve math problems and justify their thinking.





This cumulative practice feature gives students an opportunity to independently practice using accurate and efficient procedures.



Embedded Mathematical Thinking

Encouraging Mathematical Mindsets

Developing proficiency in the **Mathematical Thinking and Reasoning (MTR) Standards** is about becoming a mathematical thinker. Actively learn to ask why, and to reason and communicate with others as they learn. Use this guide to communicate opportunities in your classroom to develop proficiency with each standard.

1

Students **Actively Participate in Effortful Learning** by staying engaged and maintaining a positive mindset when working to solve tasks. Students should ask questions and analyze the problem in a way that makes sense, persevering and modifying as needed, and support each other during challenging tasks or when attempting a new method or approach.

Look for labels such as:

- Analyze a Problem
- Ask a Question
- Persevere
- Stay Positive
- Help a Classmate

1 MTR **1. ANALYZE A PROBLEM** The battery life of a one-year-old cell phone is 75% of its original battery life. When the battery is charged to 50% of its capacity, it dies after $4\frac{1}{2}$ hours. Find the original battery life of the phone. Justify your answer.



Using the Problem-Solving Plan

Understand the problem.

You know how long a cell phone battery lasts when it is charged to 50% of its capacity. You also know that the battery life of the phone is 75% of its original battery life. You are asked to find the original battery life of the phone.

Make a plan.

First, find the battery life of the one-year-old cell phone. Then use this information to write and solve an equation for the original battery life of the phone.

Solve and check.

Use the plan to solve the problem. Then check your solution.

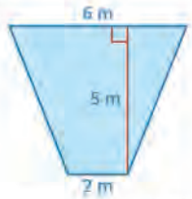
1 MTR **HELP A CLASSMATE**

Help a classmate find the area in Example 1(a) using a decomposition into two triangles.

Example 1 **Finding Areas of Trapezoids**

Find the area of each figure.

a.



Decompose the trapezoid into a triangle and a rectangle. Find the sum of the areas of the figures.

1 MTR **17. ASK A QUESTION** Write a question that you can answer to find the missing denominator. Then answer your question.

$$\frac{3}{7} \times \frac{1}{\square} = \frac{3}{28}$$

BUILDING TO FULL UNDERSTANDING

Throughout each course, students have opportunities to demonstrate specific aspects of the Mathematical Thinking and Reasoning Standards. Labels throughout the book indicate gateways to those aspects. Collectively, these opportunities lead to a full understanding of each standard. Developing these mindsets and habits gives meaning to the mathematics they learn.

and Reasoning Standards



One way to determine whether the meteorologist should report that iguanas may fall tonight is to first use the forecast to find the total predicted change in the temperature over the next 7 hours.

$$\text{Change in temperature} = \text{Number of hours} \cdot \text{Hourly change in temperature}$$

$$= 7 \cdot (-5)$$

$$= -35$$

So, the forecast predicts that the temperature change will be $-35°F$ in the next 7 hours. The resulting temperature would be $72°F + (-35°F) = 37°F$, which is below $45°F$.

Students **Demonstrate Understanding by Representing Problems in Multiple Ways** through modeling and by using objects, drawings, tables, and graphs to represent solutions. They progress from choosing representations to using algorithms and equations to connect concepts with models.

2

Look for labels such as:

- Model a Problem
- Use Another Method
- Multiple Representation
- Choose a Representation
- Make a Connection

2 MTR **66. CHOOSE A REPRESENTATION** A bottle of juice is $\frac{2}{3}$ full. The bottle contains $\frac{4}{5}$ of a cup of juice.

a. Represent this situation in two different ways.

b. Which representation would you use to find the capacity of the bottle? Justify your answer.

c. Find the capacity of the bottle.

2 MTR **USE ANOTHER METHOD**
How can you use a number line to check your answer?

3

When students **Complete Tasks with Mathematical Fluency**, they select efficient methods to complete tasks accurately and with confidence. They stay flexible, using feedback to improve efficiency and adapting procedures to new concepts.

Look for labels such as:

- Choose a Method
- Select Methods
- Maintain Accuracy
- Adapt a Procedure
- Reflect on Your Method

3 MTR **REFLECT ON YOUR METHOD**
How does graphing data help you make a prediction?

c. Is it reasonable to use the graph to predict the weights of the sports balls below? Explain your reasoning.

- **Kickball:** circumference = 26 in.
- **Bowling ball:** circumference = 27 in.

3 MTR **MAINTAIN ACCURACY** **Order the numbers from least to greatest.**

33. $66.1\%, 0.66, \frac{2}{3}, 0.667$

34. $\frac{2}{9}, 21\%, 0.2\overline{1}, \frac{11}{50}$

3 MTR **29. CHOOSE A METHOD** Two comets orbit the Sun. One comet travels 30,000 miles per hour, and the other comet travels 28,500 miles per hour. What is the most efficient way to calculate the difference of the distances traveled by the comets for any given number of minutes? Justify your answer.

Embedded Mathematical Thinking

4

When students **Engage in Discussions that Reflect on the Mathematical Thinking of Self and Others**, they analyze and compare their own mathematical ideas and thinking together with their peers. By recognizing errors and justifying results, they construct possible arguments based on evidence.

Look for labels such as:

- Communicate Clearly
- Discuss Mathematical Thinking
- You Be the Teacher
- Compare Methods
- Construct an Argument
- Making an Argument
- Justify a Result
- Which One Doesn't Belong?
- Different Words, Same Question

4 MTR CONSTRUCT AN ARGUMENT

Your friend says that your answers to parts (b) and (c) will not change when you draw $\triangle DEF$ in a different location. Write an argument explaining why you agree or disagree.

a. $\triangle ABC$ is a right triangle formed by drawing a horizontal line segment from point A and a vertical line segment from point B. Use this method to draw another right triangle, $\triangle DEF$, with its longest side on the line.

b. What can you conclude about the two triangles in part (a)? Justify your conclusion. Compare your results with other pairs.

c. Based on your conclusions in part (b), what is true about $\frac{BC}{AC}$ and the corresponding measure in $\triangle DEF$? Explain your reasoning. What do these values tell you about the line?

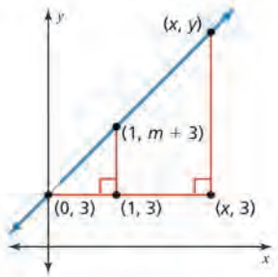
5

Students **Use Patterns and Structure to Help Understand and Connect Concepts** by focusing on details, finding logical order, or breaking down a problem into smaller parts. They often look for similarities between a new concept and something they learned before.

Look for labels such as:

- Make a Plan
- Relate Concepts
- Use a Similar Problem
- Decompose a Problem
- Patterns
- Structure

a. You translate the graph of a proportional relationship 3 units up as shown below. Let (x, y) represent any point on the graph. Make a conjecture about the equation of the line. Explain your reasoning.



5 MTR USE STRUCTURE

How does the meaning of the equation $y = mx$ help you make a conjecture in part (a)?

5 MTR PATTERNS **Describe the pattern. Find the next three numbers.**

68. 7000, 700, 70, 7, . . .

69. 0.001, 0.003, 0.009, 0.027, . . .

70. 0.32, 0.16, 0.08, 0.04, . . .

71. 8, 12, 18, 27, . . .

and Reasoning Standards (continued)



6

When students **Assess the Reasonableness of Solutions,** they develop a habit of checking their calculations when solving problems. They estimate to determine possible solutions and use benchmarks to determine if a solution makes sense.

Look for this label:
- Assess Reasonableness

6 MTR ASSESS REASONABLENESS
How can you use the grid to check that your answers are reasonable?

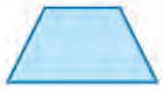
Work with a partner.

a. Define each of the following quadrilaterals.

parallelogram



trapezoid



rhombus



7

When students **Apply Mathematics to Real-World Contexts**, they connect concepts to everyday experiences and use models and methods to understand, represent, and solve problems.

Look for labels such as:
- Apply Mathematics
- Modeling Real Life
- Investigate

Example 3 **B.E.S.T. Test Prep: Modeling Real Life** 7 MTR



Art Deco Weekend was created in 1976. It is the longest-running free community cultural festival in Miami Beach.

An artist sets up an exhibit for Art Deco Weekend at Miami Beach. The table shows the number of visitors to the exhibit as a portion of the total number of visitors. How many times more visitors came to the exhibit on the busiest day than on the least busy day?

Day	Portion of Visitors
Friday	0.72
Saturday	$\frac{3}{25}$
Sunday	16%

Ⓐ 0.6 Ⓑ 4.5

Ⓒ 6 Ⓓ 45

Write $\frac{3}{25}$ and 16% as decimals.

Saturday: $\frac{3}{25} = \frac{12}{100} = 0.12$ **Sunday:** 16%

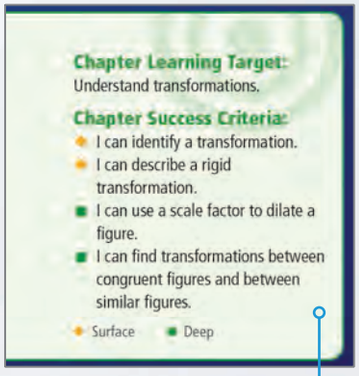
The busiest day was Friday, the second-busiest day and the least busy day was Saturday. So, divide 0.72

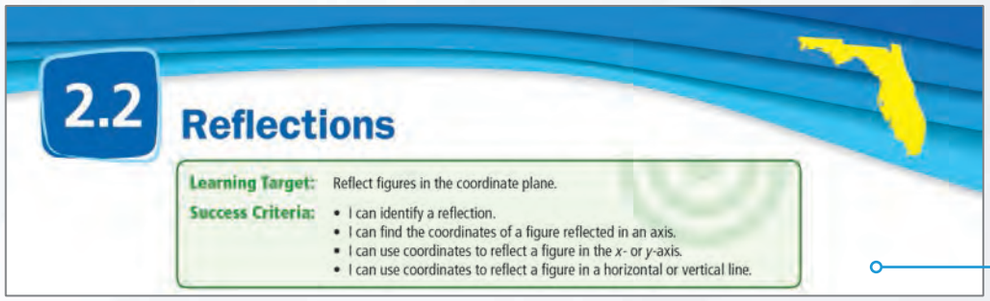
7 MTR **23. INVESTIGATE** Research black bear population management in Florida. Make a scatter plot showing the change in the state's black bear population over time. Have population management efforts been effective? Explain.

Visible Learning Through Learning Targets,

Making Learning Visible

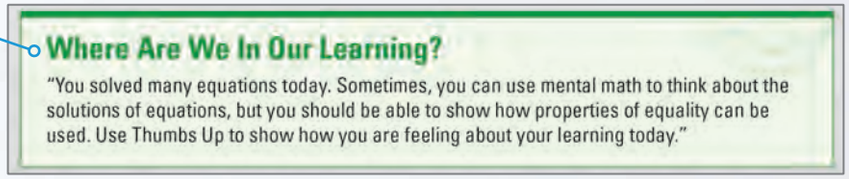
Knowing the learning intention of a chapter or section helps students focus on the purpose of an activity, rather than simply completing it in isolation. This program supports visible learning through the consistent use of Learning Targets and Success Criteria to ensure positive outcomes for all students.

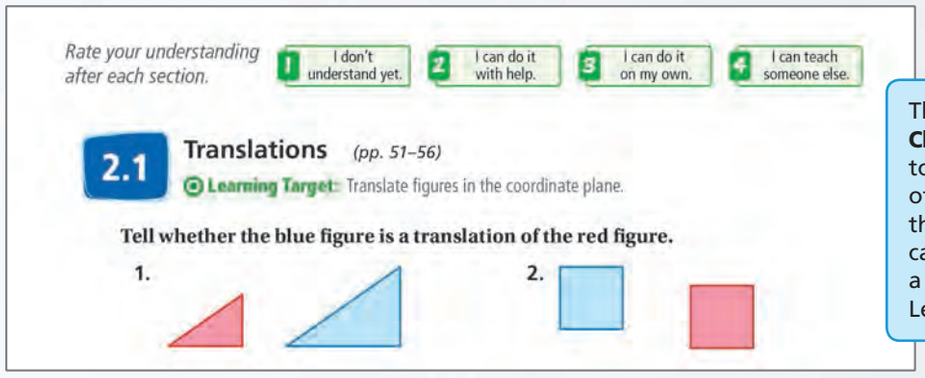




Every chapter and section shows a **Learning Target** and related **Success Criteria**. These are purposefully integrated into each carefully written section.

Where Are We In Our Learning suggests when and how to check for student understanding.





The **In-Class Practice** and **Chapter Review** remind students to rate their understanding of the Learning Targets. In the Chapter Review, students can review each section with a reminder of that section's Learning Target.

QUESTIONS FOR LEARNERS

As students progress through a section, they should be able to answer the following questions.

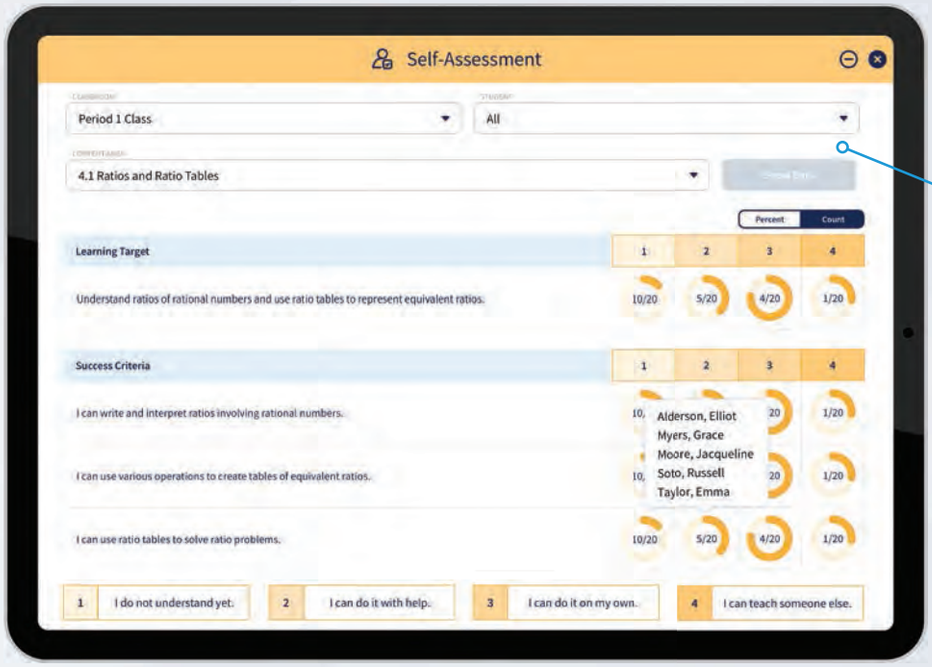
- What are you learning?
- Why are you learning this?
- Where are you in your learning?
- How will you know when you have learned it?
- Where are you going next?

Success Criteria, and Self-Assessment

	Rating	Date
Chapter 3 Ratios and Ratios		
Learning Target: Understand ratios.	1 2 3 4	
I can write and interpret ratios.	1 2 3 4	
I can name ratios equivalent to a given ratio.	1 2 3 4	
I can solve problems using ratios.	1 2 3 4	
I can apply ratio reasoning to convert units of measure.	1 2 3 4	

Students use a 4-point scale to rate their understanding of each success criterion. They can keep track of their learning on paper or online.

1 I don't understand yet. 2 I can do it with help. 3 I can do it on my own. 4 I can teach someone else.



When students use the online **Self-Assessment** tool to keep track of their learning, you can view easy-to-read live reports to inform your instruction.

Ensuring Positive Outcomes

John Hattie's *Visible Learning* research consistently shows that using Learning Targets and Success Criteria can result in two years' growth in one year, ensuring positive outcomes for students' learning and achievement.

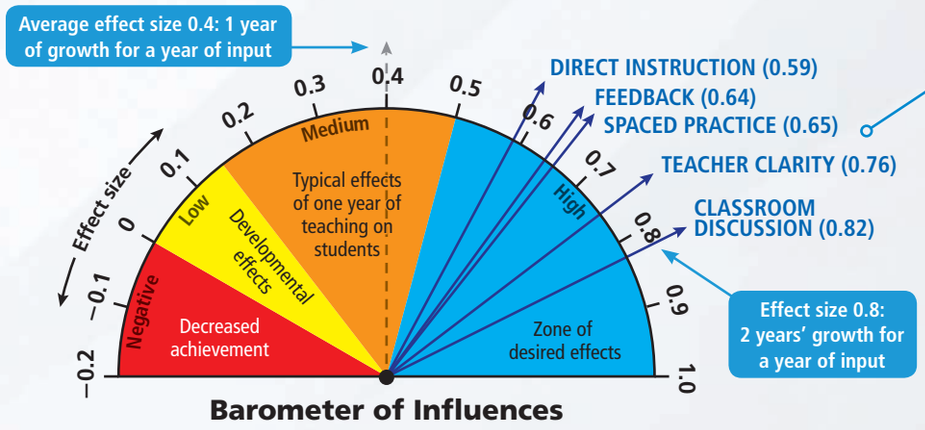
Sophie Murphy, M.Ed., wrote the chapter-level Learning Targets and Success Criteria for this program. Sophie is currently completing her Ph.D. at the University of Melbourne in Australia with Professor John Hattie as her leading supervisor. Sophie completed her Master's thesis with Professor John Hattie in 2015. Sophie has over 20 years of experience as a teacher and school leader in private and public school settings in Australia.



High-Impact Strategies for Student Achievement

Five Strategies for Purposeful Focus

Many of the things we do as educators have a positive effect on student learning, but which ones have the greatest impact? Professor John Hattie, in his *Visible Learning* network, identified more than 250 influences on student learning, and developed a way of ranking them. He conducted meta-analyses and compared the influences by their **effect size**—the impact the factor had on student learning.



We focus on **STRATEGIES** with some of the **HIGHEST IMPACT** on student achievement—up to 2 years of learning for a year of input.

Effect size 0.8: 2 years' growth for a year of input

Where Are We In Our Learning?

- At this point, students should be very familiar with the learning target and the success criteria for meeting the learning target. Can students now apply this knowledge to solve a contextual problem?
- Have students use *Thumbs Up* to indicate their understanding of each success criterion.

FEEDBACK

Actively listen as you probe for student understanding, being mindful of the feedback that you provide. This helps you make instructional decisions for where to go next.

CLASSROOM DISCUSSION

Encourage your students to talk! This solidifies understanding and helps them to reason. Students benefit from hearing the reasoning of classmates and hearing peers critique their own reasoning.

Laurie's Notes

- **Turn and Talk:** Have students discuss what the problem is asking and what information is provided.
- Have students work independently or with a partner to solve the problem.

State the learning target and success criteria for this section, and then relate them to the Motivate activity.

TEACHER CLARITY

Make the Learning Target clear before starting a section, and as students explore and learn, continue to connect their experiences back to the Success Criteria.

DIRECT INSTRUCTION

Follow exploration and discovery with explicit instruction to build procedural skill and fluency. Teach with clear examples carefully designed to ensure your students meet the Success Criteria.

Key Idea

Reflecting Figures in the *x*-Axis and *y*-Axis

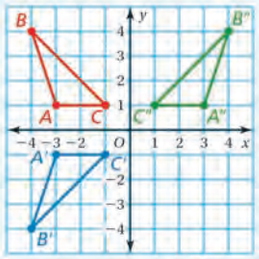
Words To reflect a figure in the *x*-axis, take the opposite of the *y*-coordinate.

To reflect a figure in the *y*-axis, take the opposite of the *x*-coordinate.

Algebra Reflection in *x*-axis: $(x, y) \rightarrow (x, -y)$

Reflection in *y*-axis: $(x, y) \rightarrow (-x, y)$

In a reflection, the original figure and its image are identical.



GO DIGITAL

Review & Refresh

Graph the linear equation.

1. $y = 4x - 3$
2. $x = -3$
3. $y = 2$
4. $y = \frac{3}{2}x - \frac{1}{2}$

Find the missing values in the ratio table.

5.

Yards	1		5	7
Feet	3	10		

6.

Miles	0.6		1.8	
Hours	1	2		4

SPACED PRACTICE

Effective practice does not just focus on a single topic of new learning; students must revisit concepts over time so deeper learning occurs. This program cohesively offers multiple opportunities to build conceptual understanding by revisiting and applying concepts throughout subsequent sections and chapters. **Review & Refresh** exercises in every section also provide continual practice on the major topics.

Daily Support from a Master Educator

In Laurie's Notes, master educator Laurie Boswell uses her professional training and years of experience to help you guide your students to better understanding.

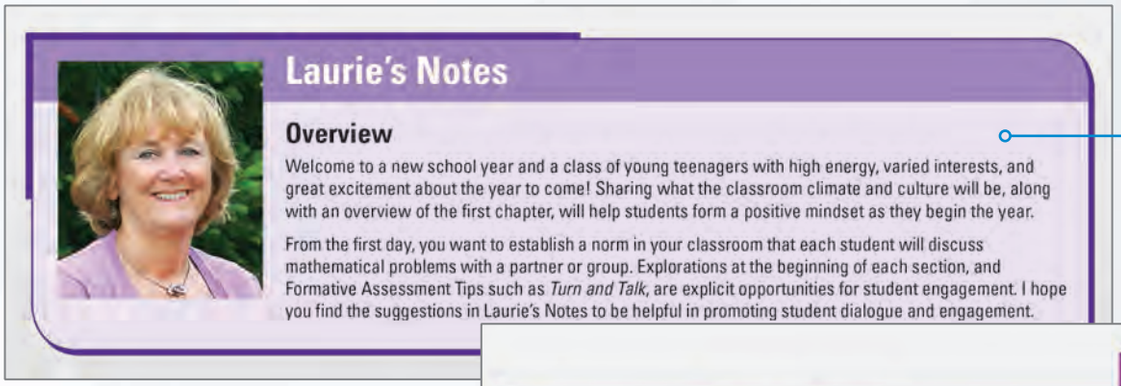
Laurie studied Professor John Hattie's research on *Visible Learning* and met with Hattie on multiple occasions to ensure she was interpreting his research accurately and embedding it effectively. Laurie's expertise continues with an ongoing collaboration with Sophie Murphy, who is pursuing her Ph.D. under Professor Hattie.



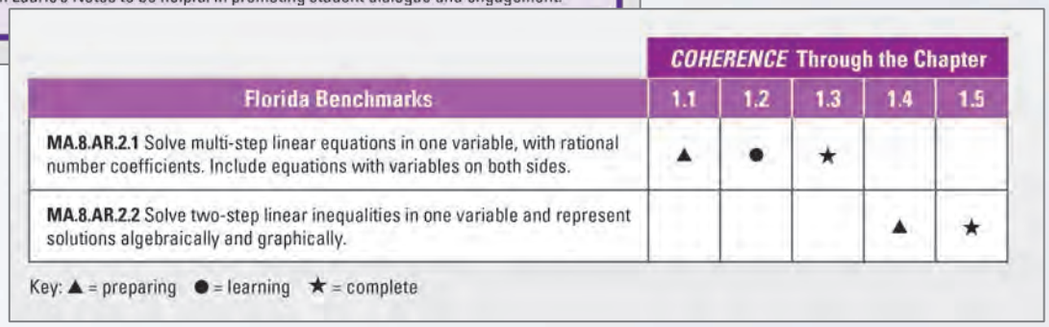
How to Use This Program: Plan

Taking Advantage of Your Resources

You play an indispensable role in your students' learning. This program provides rich resources for learners of all levels to help you **Plan**, **Teach**, and **Assess**.



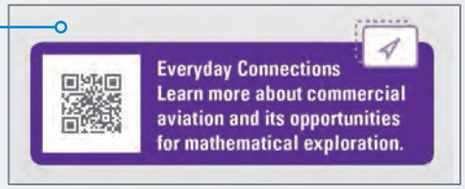
Plan every chapter and section with tools in the Teaching Edition such as **Suggested Pacing**, **Progression Tables**, and math **Overviews** written by Laurie Boswell.



Florida Benchmarks	*COHERENCE* Through the Chapter 1.1	1.2	1.3	1.4	1.5
MA.8.AR.2.1 Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	▲	●	★		
MA.8.AR.2.2 Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.				▲	★

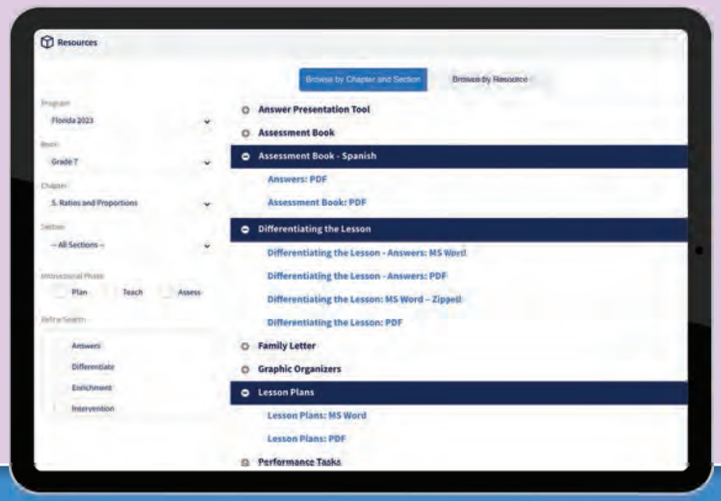
Key: ▲ = preparing ● = learning ★ = complete

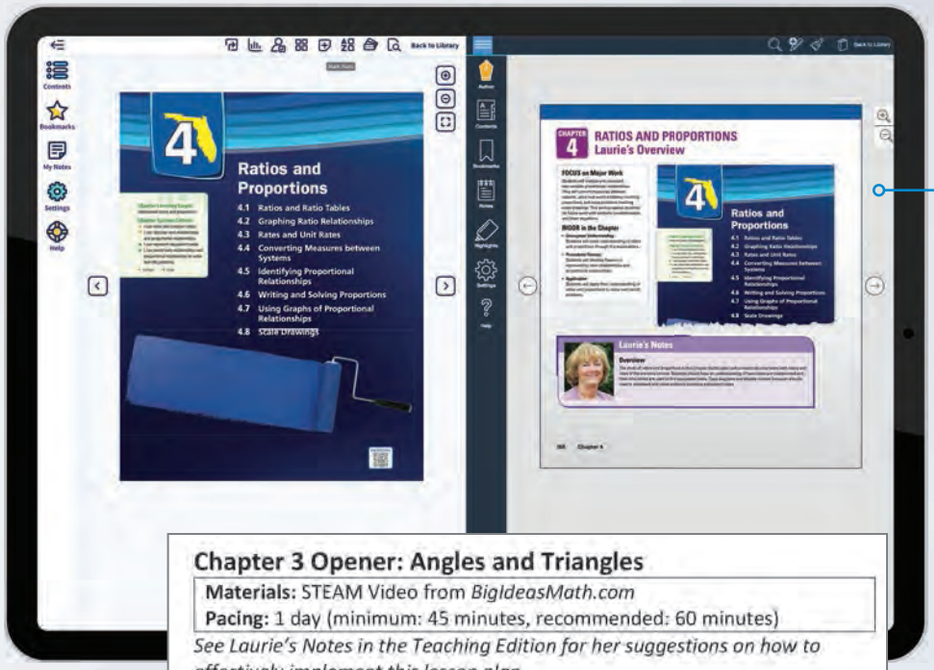
Watch **Everyday Connections Videos** to develop insights about how the math content progresses pedagogically across grades or how to incorporate technology tools into your teaching.



Find Your Resources Digitally

Use the resources page that is available on your *BigIdeasMath.com* dashboard. Here, you can download, customize, and print these planning resources and many more. Use the filters to view resources specific to a chapter or section.





Access all planning resources of the Teaching Edition in the **Dynamic Classroom**. Use the customizable **Lesson Plans** to help teach each lesson to meet your specific classroom needs.

Chapter 3 Opener: Angles and Triangles

Materials: STEAM Video from *BigIdeasMath.com*
Pacing: 1 day (minimum: 45 minutes, recommended: 60 minutes)

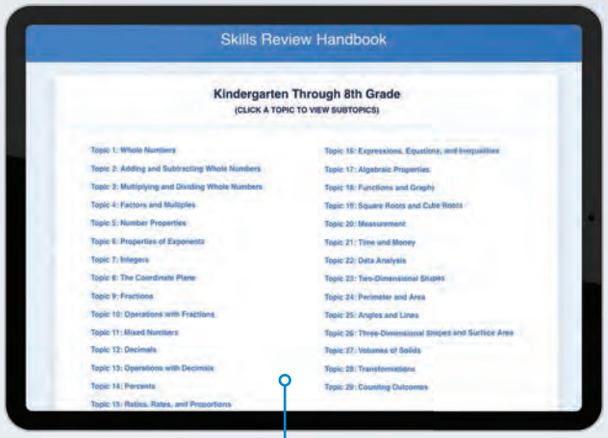
See Laurie's Notes in the Teaching Edition for her suggestions on how to effectively implement this lesson plan.

STEAM Video
Students will watch a video about honeycomb and answer questions about the shape and volume of a tiling.

Performance Task
Students will preview the Performance Task on angles on turtle shells. This Performance Task can be assigned after completing the chapter.

Chapter Exploration
Students will preview skills taught in the chapter.

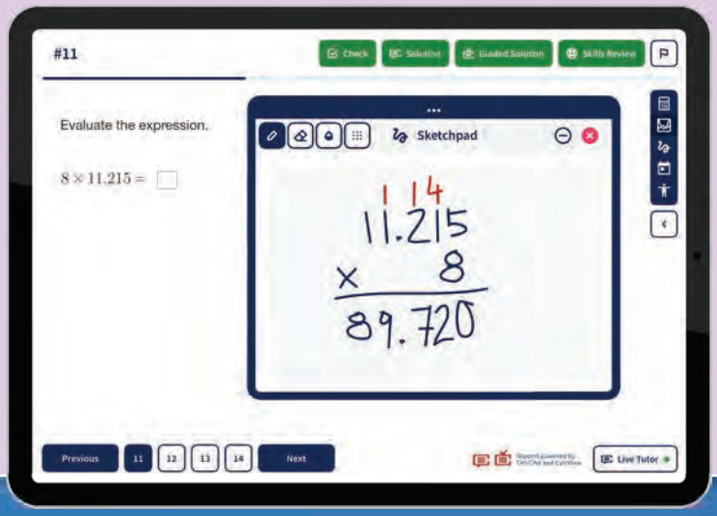
- properties of angles formed by a transversal



Review topics using the **Skills Review Handbook** to support students. Each topic includes a key concept, vocabulary, examples, and exercises.

Plan Online

As you are planning, remember that the **Dynamic Classroom** has the same interactive tools, such as the digital **Sketchpad**, that students use to model concepts. Plan ahead by practicing with these tools to guide students as they use these manipulatives and models.

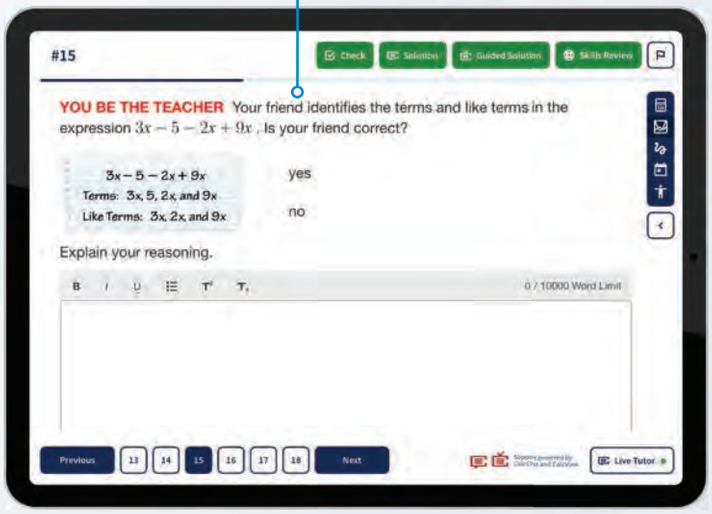


How to Use This Program: Teach

Multiple Pathways for Instruction

Everything you need to make the best instructional choices for your students is at your fingertips.

Present all content digitally using the **Dynamic Classroom**. Send students a page link on the fly with **Flip-To** to direct where you want your students to go.



Have students think ahead about chapter concepts in the world around them with a **STEAM video.** Then, students can transfer their learning in the **Connecting Concepts** and **Performance Task** at the end of the chapter.



Engage students with a creative hook at the beginning of each section with **Motivate**. This activity, written by master educator Laurie Boswell, provides a conceptual introduction to the section. Then, encourage mathematical discovery with **Exploration**.

Motivate

Goal: Students will explore real-life situations where comparisons are made.

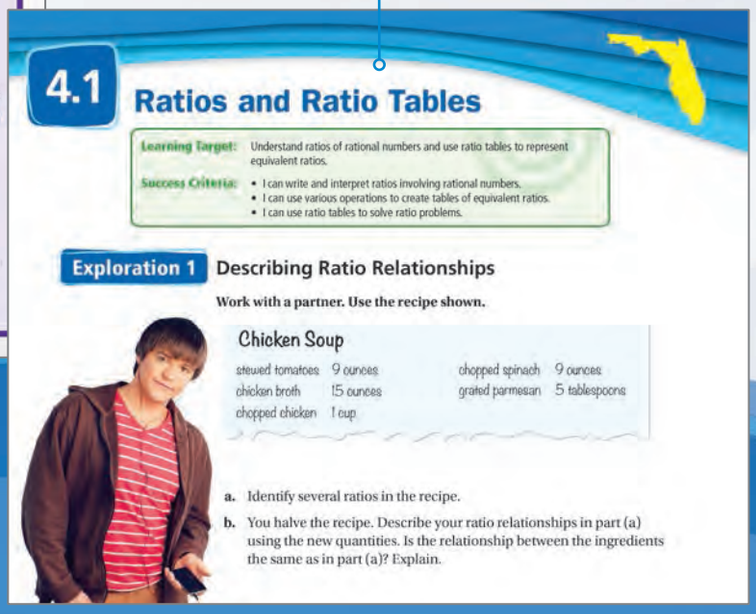
? "Can you think of any situation where it might be important to make a comparison of amounts?" Answers will vary. If students are struggling to think of any, ask about a sporting event or perhaps a recipe.

? "What if a recipe for fruit punch calls for 2 cups of mix for every 3 cups of water, does this situation model a comparison? Explain." Yes, it compares the amount of mix to the amount of water, 2 : 3.

? "How can you triple the recipe?" Use 6 cups of mix and 9 cups of water.

? "Why is it important to keep the comparisons the same?" *Sample answer:* To keep the taste of the fruit punch the same.

- The **value of the ratio**, $\frac{2}{3}$, describes the multiplicative relationship or answers the question "The amount of mix is how many times the amount of water?"



Lead students to procedural fluency with clear **Examples** and **Self-Assessment** opportunities to try on their own.

Example 2 Subtracting Integers

a. Find $3 - 12$.

$3 - 12 = 3 + (-12)$ Add the opposite of 12.

$= -9$ Add.

▶ The difference is -9.

b. Find $-8 - (-13)$.

$-8 - (-13) = -8 + 13$ Add the opposite of -13.

$= 5$ Add.

▶ The difference is 5.

Example 3 Modeling Real Life

Which continent has the greater range of elevations?

	North America	Africa
Highest Elevation	6198 m	5895 m
Lowest Elevation	−86 m	−155 m

Understand the problem. You are given the highest and lowest elevations in North America and Africa. You are asked to find the continent with the greater difference between its highest and lowest elevations.

Make a plan. Find the range of elevations for each continent by subtracting the lowest elevation from the highest elevation. Then compare the ranges.

Solve and check.

North America

range $= 6198 - (-86)$

$= 6198 + 86$

$= 6284$ m

Africa

range $= 5895 - (-155)$

$= 5895 + 155$

$= 6050$ m

▶ Because 6284 meters is greater than 6050 meters, North America has the greater range of elevations.

Help students apply and problem solve with **Modeling Real Life** applications, **Dig Deeper** problems, and **Mathematical Thinking and Reasoning** conceptual problems.

Where Are We In Our Learning?

- Students used inductive reasoning to develop general rules for dividing two integers. Although students may have a good sense of how to predict the sign of the quotient, they often use language (as they do with multiplication) such as "two positives make a positive" and "two negatives make a positive." This language should be avoided.
- **EMERGING:** These students may benefit from guided instruction. Examples 1 and 2 provide additional practice for dividing integers.
- **PROFICIENT:** Students are confident in dividing integers and can work through Examples 1 and 2 in pairs. Have students use the In-Class Practice exercises to check their understanding.

Let **Laurie's Notes** guide your teaching and scaffolding decisions at every step to support and deepen all students' learning. You may want to group students differently as they move in and out of these levels with each skill and concept. Student self-assessments and feedback help guide your instructional decisions about how and when to layer support.

Name _____ Date _____

Lesson 7.1 Extra Practice

Find the mean, median, and mode of the data.

1. 78, 92, 74, 82, 68, 54, 91
2. 70, 71, 97, 71, 62, 94, 95
3. 22, 28, 26, 18, 25, 19
4. 60, 68, 59, 55, 60, 56, 64, 58, 60
5.

Stem	Leaf
3	5 7 9
4	1 3 7 9
5	1 2 4 4
6	0 2

Key: 5 | 2 = 52

6.

Stem	Leaf
5	3
6	
7	8
8	7 8 9
9	3 4 5 5 8 8

Key: 9 | 5 = 95

Find the range and interquartile range of the data.

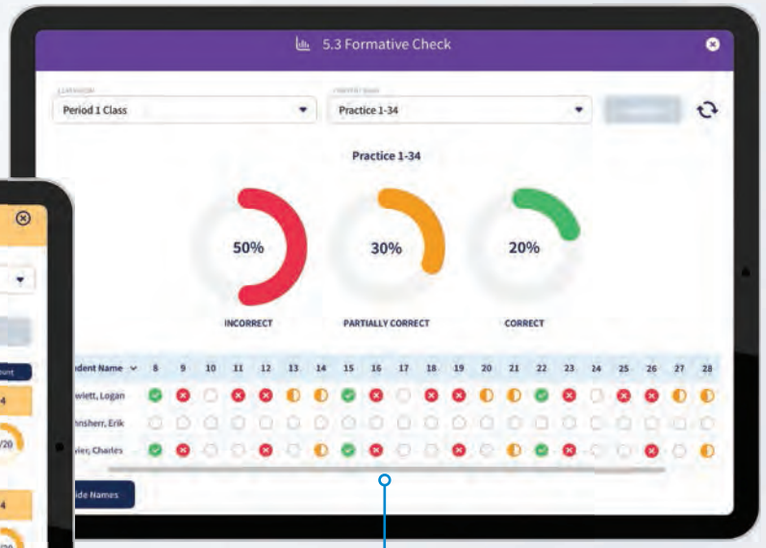
7. 83, 81, 74, 71, 80, 150, 91
8. 93, 94, 98, 89, 97, 89, 96, 91
9.

Differentiate and support your learners with **Differentiating the Lesson**, **Resources by Chapter**, **English Language Support**, and much more.

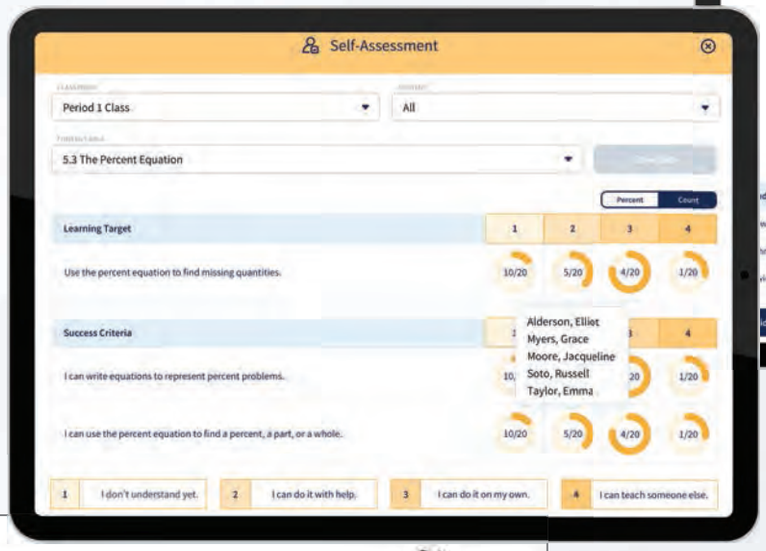
How to Use This Program: Assess

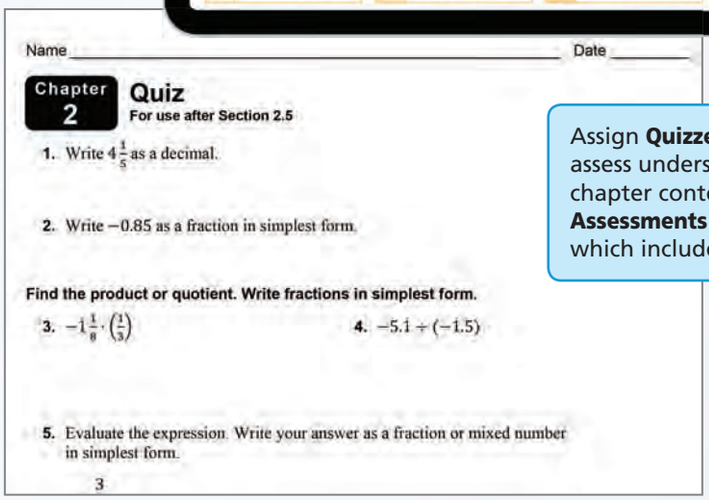
Powerful Assessment Tools

Gain insight into your students' learning with these powerful formative and summative assessment tools tailored to every Learning Target and benchmark.



Access real-time data and navigate easily through student responses with **Formative Check**.




Name _____ Date _____

Chapter 2 **Quiz**
For use after Section 2.5

1. Write $4\frac{1}{5}$ as a decimal.
2. Write -0.85 as a fraction in simplest form.

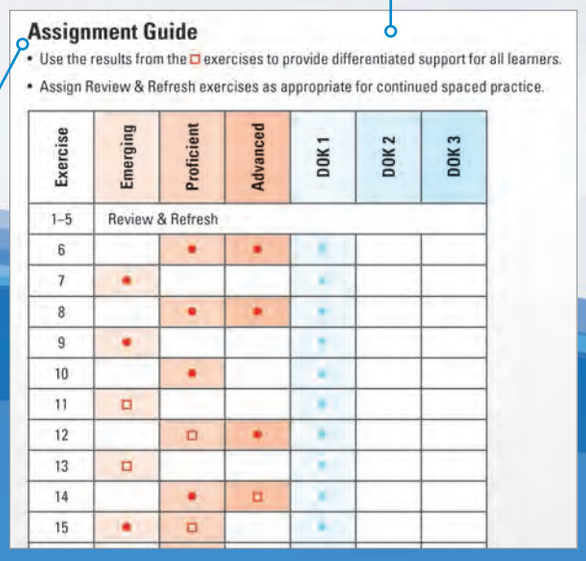
Find the product or quotient. Write fractions in simplest form.

3. $-1\frac{1}{8} \cdot \left(\frac{1}{3}\right)$
4. $-5.1 \div (-1.5)$
5. Evaluate the expression. Write your answer as a fraction or mixed number in simplest form.

3

Assign **Quizzes** or **Chapter Tests** to assess understanding of section or chapter content, or use **Alternative Assessments** and **Performance Tasks**, which include rubrics.

Scaffold assignments to support all students in their learning progression. The suggested assignments are a starting point. Assign additional exercises as appropriate to move every student toward proficiency.


Assignment Guide

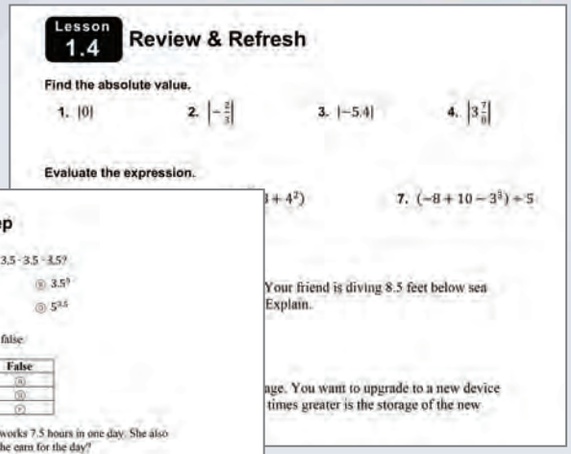
- Use the results from the □ exercises to provide differentiated support for all learners.
- Assign Review & Refresh exercises as appropriate for continued spaced practice.

Exercise	Emerging	Proficient	Advanced	DOK 1	DOK 2	DOK 3
1–5	Review & Refresh					
6		■	■	■		
7	■			■		
8		■	■	■		
9	■			■		
10		■		■		
11	□			■		
12		□	■	■		
13	□			■		
14		■	□	■		
15	■	□		■		

Assign print or digital versions of **Practice** using the **Assignment Guide** to scaffold for your students. Show answers and solutions in class using the **Answer Presentation Tool**.



Use the **B.E.S.T. Test Prep and Practice Workbook** to check understanding of prior skills, chapter and section Learning Targets and Success Criteria, and to prepare students for chapter and cumulative standardized test questions.



Lesson 1.4 **Review & Refresh**

Find the absolute value.

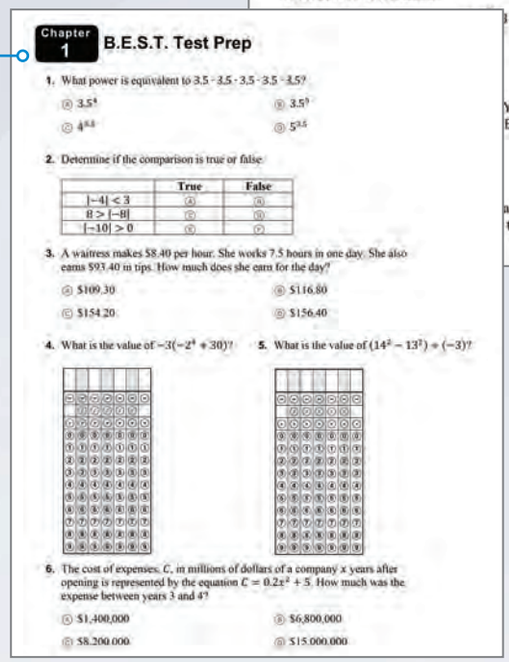
1. $|0|$
2. $\left|-\frac{2}{3}\right|$
3. $|-5.4|$
4. $\left|3\frac{7}{8}\right|$

Evaluate the expression.

7. $(-8+10-3^3)\div 5$

Your friend is diving 8.5 feet below sea
Explain.

age. You want to upgrade to a new device
times greater is the storage of the new



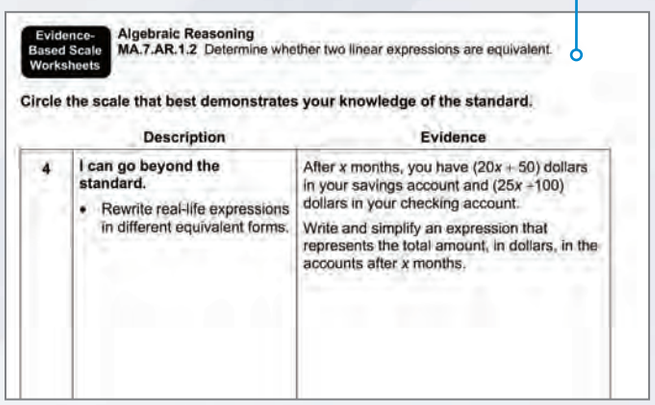
Chapter 1 **B.E.S.T. Test Prep**

1. What power is equivalent to $3.5 \cdot 3.5 \cdot 3.5 \cdot 3.5 \cdot 3.5$?
   - (A) 3.5^4
   - (B) 3.5^5
   - (C) $4^{3.5}$
   - (D) $5^{3.5}$
2. Determine if the comparison is true or false.

	True	False
$\lvert -4\rvert < 3$	Ⓐ	Ⓑ
$8 > \lvert -8\rvert$	Ⓒ	Ⓓ
$\lvert -10\rvert > 0$	Ⓔ	Ⓕ

3. A waitress makes $8.40 per hour. She works 7.5 hours in one day. She also earns $93.40 in tips. How much does she earn for the day?
   - (A) $109.30
   - (B) $116.80
   - (C) $154.20
   - (D) $156.40
4. What is the value of $-3(-2^4+30)$?
5. What is the value of $(14^2-13^2)\div(-3)$?
6. The cost of expenses, C, in millions of dollars of a company x years after opening is represented by the equation $C = 0.2x^2 + 5$. How much was the expense between years 3 and 4?
   - (A) $1,400,000
   - (B) $6,800,000
   - (C) $8,200,000
   - (D) $15,000,000

Use the **Evidence-Based Scale Worksheets** to assess student knowledge and understanding of each Florida Benchmark on a 1–4 rating scale. Use the results to help plan instruction and intervention.

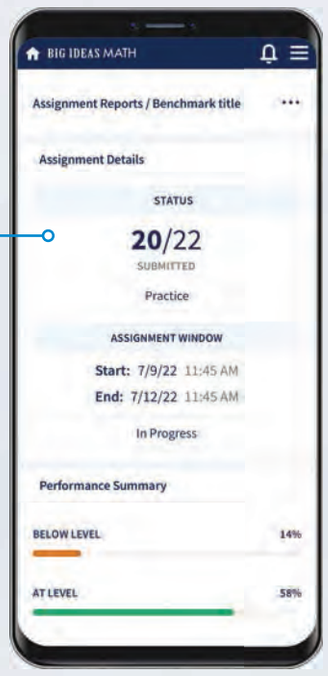


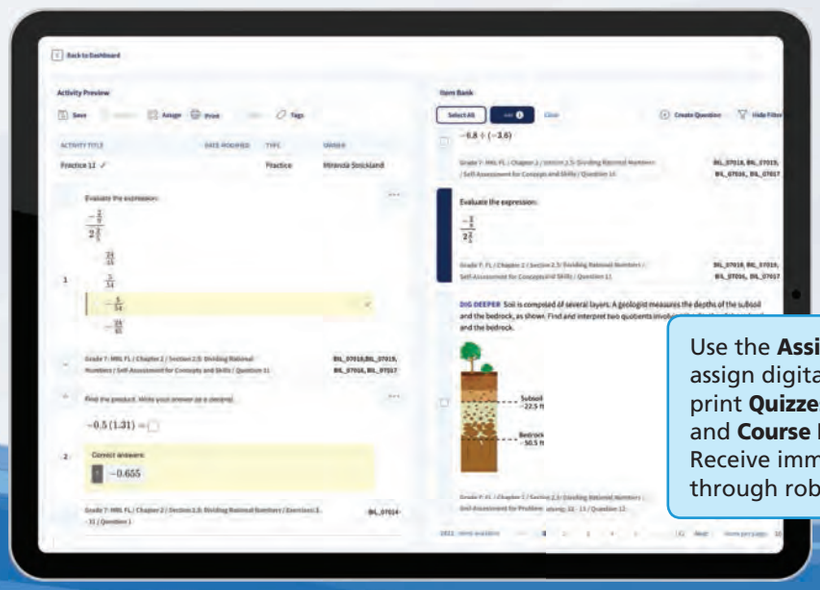
Evidence-Based Scale Worksheets **Algebraic Reasoning**
MA.7.AR.1.2 Determine whether two linear expressions are equivalent.

Circle the scale that best demonstrates your knowledge of the standard.

	Description	Evidence
4	**I can go beyond the standard.** • Rewrite real-life expressions in different equivalent forms.	After x months, you have $(20x + 50)$ dollars in your savings account and $(25x + 100)$ dollars in your checking account. Write and simplify an expression that represents the total amount, in dollars, in the accounts after x months.

Measure learning across grades with adaptive **Progression Benchmark Tests**.



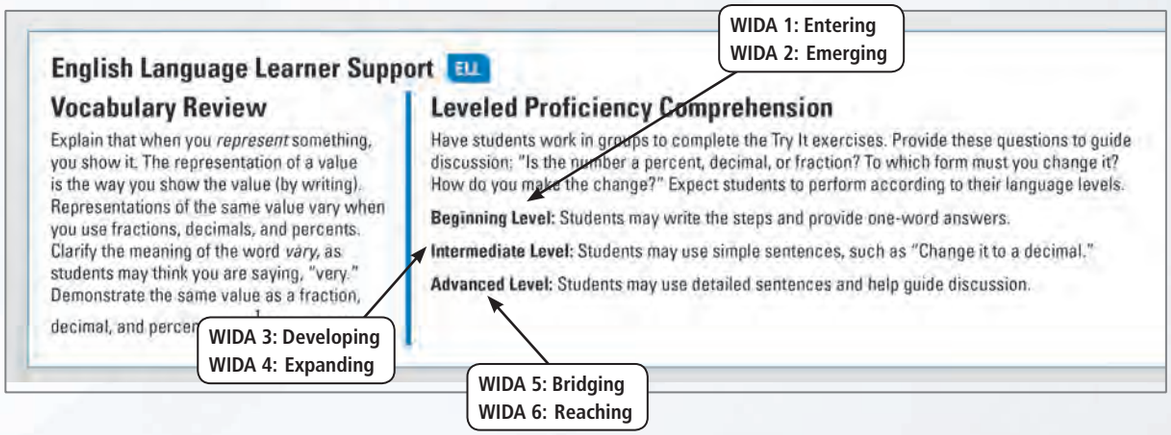


Use the **Assignment Builder** to assign digital versions of the print **Quizzes**, **Chapter Tests**, and **Course Benchmark Tests**. Receive immediate feedback through robust reporting.

Strategic Support for All Learners

Support for English Language Learners

Support your English Language Learner (ELL) students with a blend of print and digital resources available in Spanish. Look to your Teaching Edition for opportunities to support all students with the language development needed to mathematical understanding.



Students' WIDA scores are a starting point. As the year progresses and students' language skills change and grow, students may move in and out of language levels with varying content language demands.

Clarify, Connect, and Scaffold

- Clarify language that may be difficult or confusing for ELL students
- Connect new learning to something students already know
- Differentiate student comprehension while completing practice exercises
- Target Beginner, Intermediate, and Advanced ELL students, which correspond to **WIDA** reading, writing, speaking, and listening language mastery levels

Practice Language and Content

- Practice math while improving language skills
- Use language as a resource to develop procedural fluency

Assess Understanding

- Check for development of mathematical reasoning
- Informally assess student comprehension of concepts

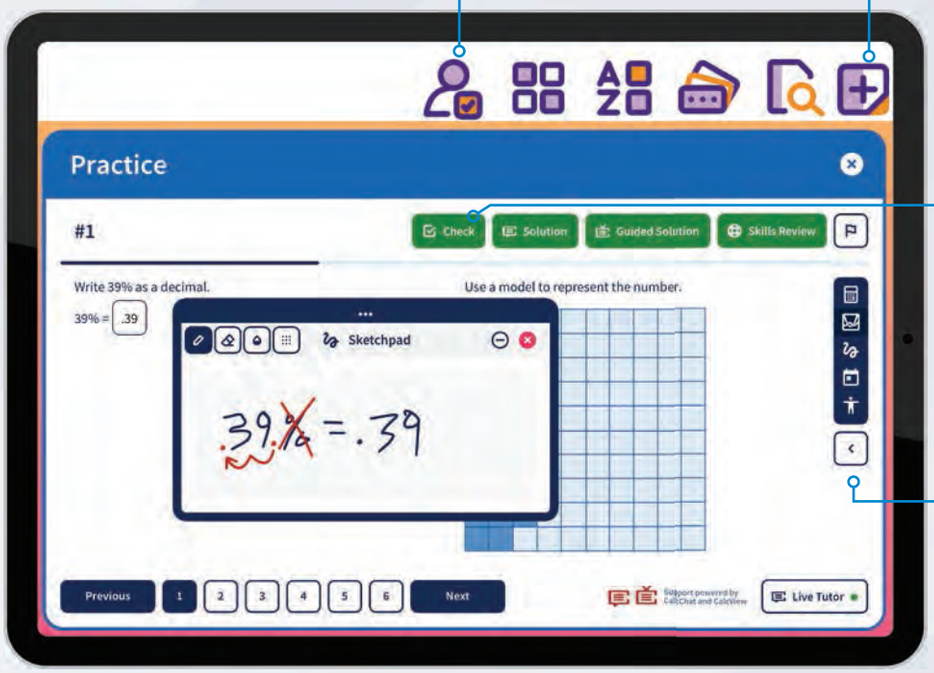


Students Get the Support They Need, When They Need It

There will be times throughout this course when students may need help. Whether they missed a lesson, did not understand the content, or just want to review, they can take advantage of the resources provided in the *Dynamic Student Edition*.

Students use the **Self-Assessment** tool to keep track of their understanding of the section's Learning Target and Success Criteria.

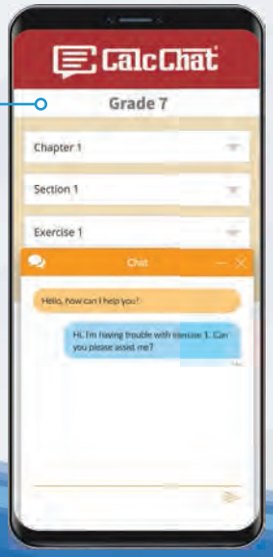
Students can take notes throughout the section using the **My Notes** function. These notes will be organized for them by chapter and section.



Students **Check** their answers to selected exercises as they work through the lesson. They can use the **Help** option to view the Digital Example and Extra Example videos.

Support your students as they use the available **tools** to help clearly show their work and demonstrate their math knowledge.

Use **CalcChat®** to view worked-out solutions for select exercises. Students can also chat with a live tutor.





Use **CalcView®** to watch a video of a worked-out solution for any exercise with a blue triangle. A teacher will explain, step-by-step, how to solve the problem.

Resources at Your Fingertips

This robust, innovative program utilizes a mixture of print and digital resources that allow for a variety of instructional approaches. The program encompasses hands-on activities, interactive explorations, videos, scaffolded instruction, learning support, and many more resources that appeal to students and teachers alike.

PRINT RESOURCES

Student Edition

Teaching Edition

Resources by Chapter

- Family Letter
- Warm-Ups
- Extra Practice
- Reteach
- Enrichment and Extension
- Puzzle Time

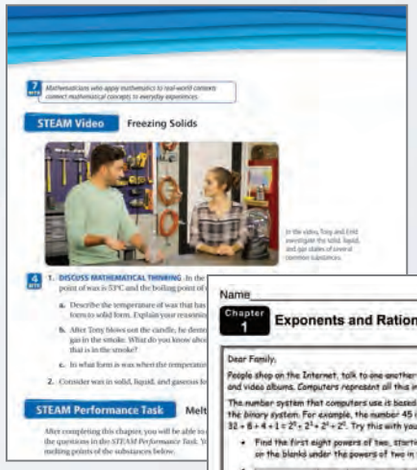
B.E.S.T. Test Prep and Practice Workbook

- Review & Refresh
- Self-Assessment
- Chapter Self-Assessment
- B.E.S.T. Test Prep
- Post-Course Test
- Evidence-Based Scale Worksheet

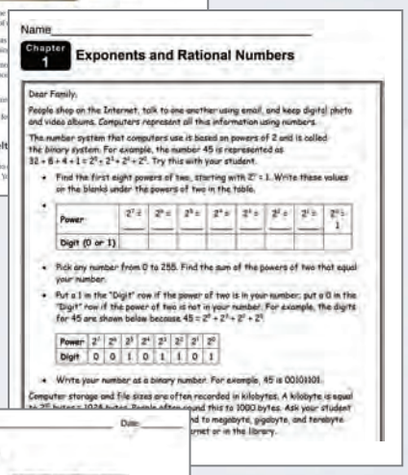
Assessment Book

- Prerequisite Skills Practice
- Pre- and Post-Course Tests
- Course Benchmark Tests
- Quizzes
- Chapter Tests
- Alternative Assessments
- Performance Tasks

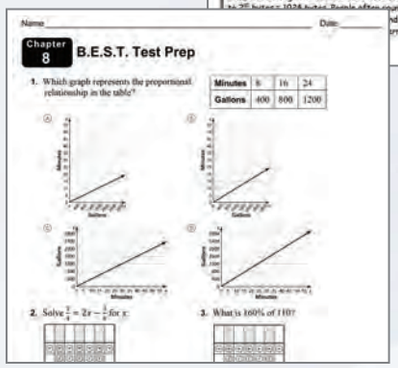
Skills Review Handbook



Student Edition



Family Letter



B.E.S.T. Test Prep

Through Program Resources

TECHNOLOGY RESOURCES

Dynamic Student Edition

- Interactive Tools
- Interactive Explorations
- Digital Examples
- Extra Example Videos
- Self-Assessments

Dynamic Classroom

- Laurie's Notes
- Interactive Tools
- Interactive Explorations
- Digital Examples with PowerPoints
- Formative Check
- Self-Assessment
- Flip-To
- Digital Warm-Ups and Closures
- Mini-Assessments

Resources

- Answer Presentation Tool
- CalcChat® and CalcView®
- Cross-Curricular Projects
- Skills Trainer
- Vocabulary Flash Cards
- STEAM Videos
- Game Library
- Multi-Language Glossary
- Lesson Plans
- Differentiating the Lesson
- Graphic Organizers
- Pacing Guides
- Worked-Out Solutions Key
- Math Tool Paper
- Family Letters
- Homework App

Dynamic Assessment System

- Practice
- Assessments
- Progression Benchmark Tests
- Detailed Reports

Video Support for Teachers

- Everyday Connections Videos
- Professional Development Videos
- Concepts and Tools Videos



Benchmark Code	Benchmark	Grade 8
Number Sense and Operations		
MA.8.NSO.1	**Solve problems involving rational numbers, including numbers in scientific notation, and extend the understanding of rational numbers to irrational numbers.**	
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	**8.5**
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	**8.4, 8.5**
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	**7.1, 7.3, 7.4,** 7.5, 7.7
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	**7.5, 7.6, 7.7**
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	**7.5, 7.7**
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	**7.5, 7.7**
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	**8.1, 8.3**
Algebraic Reasoning		
MA.8.AR.1	**Generate equivalent algebraic expressions.**	
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	**7.1,** 7.2, **7.3, 7.4**
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	**7.2**
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	**7.2**

Boldface indicates a lesson in which the benchmark is a primary focus.

Mathematics Correlated to Grade 8



Benchmark Code	Benchmark	Grade 8
MA.8.AR.2	**Solve multi-step one-variable equations and inequalities.**	
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	**1.1, 1.2, 1.3,** 3.2, 3.3, 3.4, 3.5, 4.5
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	**1.4, 1.5**
MA.8.AR.2.3	Given an equation in the form of $x^2 = p$ and $x^3 = q$, where p is a whole number and q is an integer, determine the real solutions.	**8.1,** 8.2, **8.3, 8.5,** 8.6
MA.8.AR.3	**Extend understanding of proportional relationships to two-variable linear equations.**	
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	**4.3**
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	**4.2,** 4.3, **4.4, 4.5,** 4.6, 4.7, 5.2, 6.3
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	**4.5,** 4.6, 4.7, 5.2, 6.2, **6.3**
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	**4.1, 4.3, 4.4,** 4.6, 4.7, 6.2, **6.3**
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	**4.2,** 4.3, **4.4, 4.5,** 4.6, 4.7, **5.2,** 6.3
MA.8.AR.4	**Develop an understanding of two-variable systems of equations.**	
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	**4.6,** 4.7
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	**4.7**
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	**4.6, 4.7**

Boldface indicates a lesson in which the benchmark is a primary focus.

Benchmark Code	Benchmark	Grade 8
Functions		
MA.8.F.1	**Define, evaluate and compare functions.**	
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	**6.1, 6.2,** 6.3
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	**6.3, 6.4**
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	**6.5**
Geometric Reasoning		
MA.8.GR.1	**Develop an understanding of the Pythagorean Theorem and angle relationships involving triangles.**	
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	**8.2**
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	**8.2, 8.5,** 8.6
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	**3.1, 8.6**
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	**3.2**
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	**3.3,** 3.4, 3.5
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	**3.4**

Boldface indicates a lesson in which the benchmark is a primary focus.

Mathematics Correlated to Grade 8 (continued)

Benchmark Code	Benchmark	Grade 8
MA.8.GR.2	**Understand similarity and congruence using models and transformations.**	
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	**2.4**
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	**2.5, 2.6,** 4.2, 4.3, 4.4
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	**2.1, 2.2, 2.3, 2.5**
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	**2.6, 3.5**
Data Analysis and Probability		
MA.8.DP.1	**Represent and investigate numerical bivariate data.**	
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	**5.1,** 5.2, **5.3**
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	**5.1,** 5.2, 5.3
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	**5.2,** 5.3
MA.8.DP.2	**Represent and find probabilities of repeated experiments.**	
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	**5.4, 5.5**
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	**5.5**
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	**5.5**

Boldface indicates a lesson in which the benchmark is a primary focus.

Suggested Pacing

Chapters 1–8 151 Days

Chapter 1 (17 Days)

Chapter Opener	1 Day
Section 1.1	2 Days
Section 1.2	3 Days
Section 1.3	3 Days
Section 1.4	2 Days
Section 1.5	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**17 Days**

Chapter 2 (22 Days)

Chapter Opener	1 Day
Section 2.1	3 Days
Section 2.2	3 Days
Section 2.3	3 Days
Section 2.4	3 Days
Section 2.5	3 Days
Section 2.6	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**39 Days**

Chapter 3 (17 Days)

Chapter Opener	1 Day
Section 3.1	2 Days
Section 3.2	3 Days
Section 3.3	2 Days
Section 3.4	3 Days
Section 3.5	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**56 Days**

Chapter 4 (21 Days)

Chapter Opener	1 Day
Section 4.1	2 Days
Section 4.2	2 Days
Section 4.3	3 Days
Section 4.4	2 Days
Section 4.5	2 Days
Section 4.6	3 Days
Section 4.7	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**77 Days**



Chapter 5 (17 Days)

Chapter Opener	1 Day
Section 5.1	2 Days
Section 5.2	3 Days
Section 5.3	2 Days
Section 5.4	3 Days
Section 5.5	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**94 Days**

Chapter 6 (15 Days)

Chapter Opener	1 Day
Section 6.1	2 Days
Section 6.2	2 Days
Section 6.3	2 Days
Section 6.4	2 Days
Section 6.5	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**109 Days**

Chapter 7 (23 Days)

Chapter Opener	1 Day
Section 7.1	3 Days
Section 7.2	2 Days
Section 7.3	3 Days
Section 7.4	3 Days
Section 7.5	2 Days
Section 7.6	3 Days
Section 7.7	3 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**132 Days**

Chapter 8 (19 Days)

Chapter Opener	1 Day
Section 8.1	2 Days
Section 8.2	3 Days
Section 8.3	2 Days
Section 8.4	3 Days
Section 8.5	3 Days
Section 8.6	2 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Year-To-Date	**151 Days**

An editable version of the Suggested Pacing is available at *BigIdeasMath.com*.

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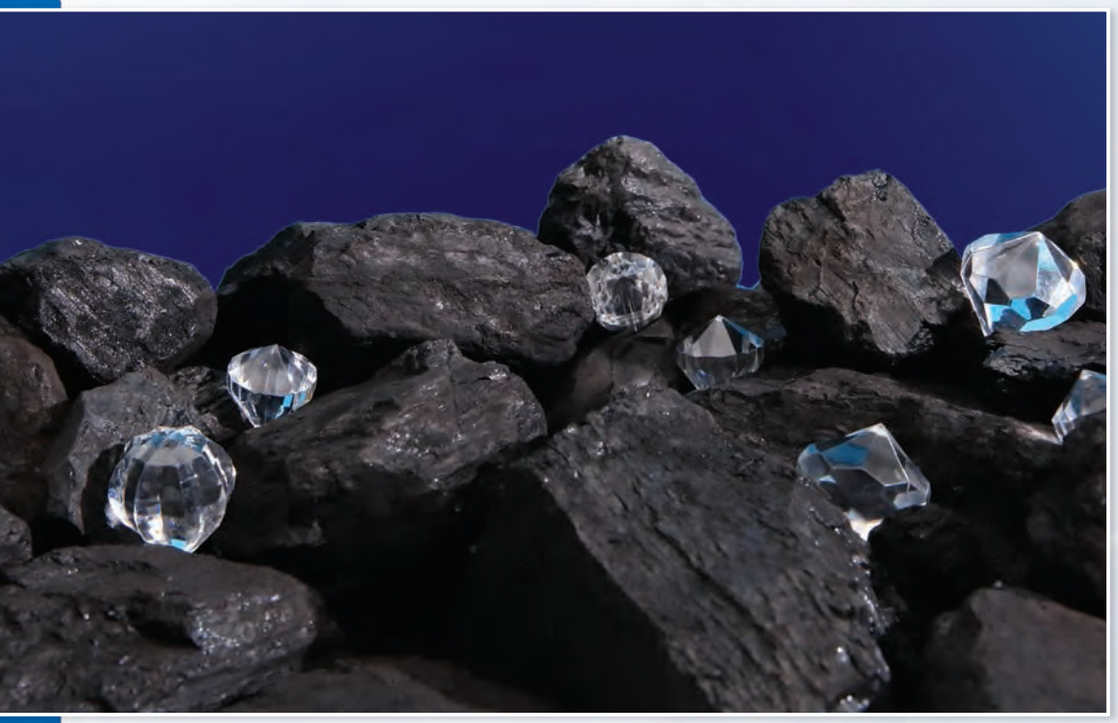
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ATTACHMENT D

Reading curriculum

Attachment D

Proposed ELA/Reading Curriculum for North River Charter Academy

North River Charter Academy (NRCA) will follow Manatee County's Evidence-Based comprehensive reading plan. The School will teach the B.E.S.T. Standards in ELA to students in grades K-8 using evidence-based core, supplementary, and intervention materials. Based on research on the science of reading, the School will use a Structured Literacy Approach to provide systematic, explicit reading instruction to students that is based on data to meet the individualized needs of students. NRCA will focus on early detection of students who exhibit reading deficiencies or characteristics of dyslexia. In accordance with s. 1008.25(5)a, NRCA will use reading intervention programs that provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency vocabulary, and comprehension, as applicable. Daily, targeted, small group reading interventions will be provided during regular school hours based on need. An interdisciplinary approach will be used to teach writing. Teachers will provide students with explicit writing instruction, and students will use their writing skills across the curriculum to internalize the material through a writing-to-learn approach. Content vocabulary instruction will be emphasized to increase student understanding and mastery of content material. Reading and literacy instruction will be incorporated by teachers across all disciplines to deepen understanding of text. A summary of the ELA/Reading Plan, as delineated in Section 4 of the charter application, is provided below.

ELA/Reading Curriculum and Instructional Program (K-8)

- NRCA will utilize the Savvas *myView Literacy* core curriculum in English Language Arts for students in grades K-5 and the *Amplify ELA* core curriculum for students in grades 6-8. These programs will be used to teach the B.E.S.T. Standards in ELA to students in grades K-8.
- Teachers will use evidence-based reading strategies from the science of reading research. Teachers will be trained in using scaffolding strategies and small-group, data-driven instruction to ensure that instruction addresses the needs of all learners.
- Students in grade K-5 will receive 90 minutes of uninterrupted ELA instruction daily that follows a framework that includes whole group; small group, teacher-led instruction; small group activities; independent assignments; and one-on-one support as needed. Lessons will include strategies to support English Language Learners and Student with Disabilities or other special needs.
- In addition to the required 90 minutes of uninterrupted ELA instruction that students in grades K-5 will receive daily, students will receive an additional 30 minutes of explicit writing instruction daily that will focus on teaching writing skills and using writing as a method for learning and internalizing content area material across all disciplines. The School will use the *WriteScore* curriculum in K-5 during the daily 30-minute writing block to provide explicit writing instruction that will be used throughout all curricular areas.
- Students in Grades 6-8 will receive daily core instruction in English Language Arts for a minimum of 55 minutes. Students in grades 6-8 who achieve a Level 1 or 2 on the state-mandated ELA assessment will be enrolled in an Intensive Reading course in addition to the ELA core course.

- Writing Across the Curriculum (WAC) will be emphasized school-wide across all grade levels. Students in grades K-8 will use writing across all disciplines to increase knowledge and understanding of the subject matter, as well as to increase proficiency in writing.
- The School will emphasize the teaching of content vocabulary to develop a deeper level of understanding of the state standards for students in all academic content areas. As such, as a supplementary program for students in grades K-5. Teachers will incorporate content vocabulary instruction during all instructional blocks to increase students' vocabulary skills and enhance knowledge and understanding of content area material.
- NRCA will use Curriculum Associates *i-Ready Reading* as a supplementary online reading curriculum to provide individualized reading support for all students in grades K-8 during Tier 1 ELA instruction. Teachers will administer the i-Ready diagnostic assessment to students at the beginning of the year to place students on an individualized learning path with the goal of increasing each student's reading level throughout the year. Students will be required to work on their i-Ready lessons for a minimum of 45 minutes per week. Teachers will monitor the completion of lessons by each student weekly and review performance reports to track individual students' progress. Student data reports from i-Ready will be used by teachers to form student groups (with a maximum of six students per group) to plan and deliver data-driven, small-group instruction using i-Ready lessons from the Teacher Toolbox, as well as to assign independent skill-based online lessons for students to complete. Continuous monitoring of individual students' progress will be a key factor in ensuring students increase their level of proficiency in reading throughout the year and work toward mastering grade level ELA standards. The i-Ready program provides an opportunity for students learning below grade level to be assigned foundational standards-based assignments that correlate with the grade level standards for which they are struggling.
- Students who are working above grade level in reading will be provided with differentiated instruction, challenging activities, and advanced course work that meets their needs and motivates them to continue excelling academically. The i-Ready program meets the needs of students who are reading at or above grade level through lessons and activities that are at their current instructional levels.

Students with Reading Deficits

- Students who fail to make progress through interventions provided during core ELA instruction in grades K-8 will receive additional instruction and remediation in reading using differentiated materials and strategies. Teachers will use lessons and resources from the i-Ready Teacher Toolbox as well as other resources from the core reading program to provide immediate support to students in reading.
- Students who fail to make adequate progress during Tier 1 ELA instruction will be referred to the School's MTSS problem-solving teams to review the student's performance data, discuss possible barriers to learning, and develop an individualized plan that defines intervention strategies to be used with students for a specified amount of time, and benchmark assessments to monitor progress at interval times. A description of the School's Multi-Tiered System of Supports (MTSS) framework is provided in Section 4 of the charter application.
- Tier 2 and Tier 3 interventions will be provided to students in grades K-5 using evidence-based programs in accordance with the student's Tier 2 or Tier 3 intervention plan. For students in grades K-5, the proposed evidence-based intervention program for Tier 2 and Tier 3 students is Wilson Language Training *Fundations*. Tier and Tier 3 students in grades 3-8 will receive

interventions using the *i-Ready* Reading program. Tier 2 and 3 students in grades K-2 will also use the resources from the University of Florida Literacy Institute (UFLI). In addition to the 90 minutes of daily ELA in instruction, and the 30 minutes of daily writing instruction, K-5 Tier 2 students will receive targeted interventions two times per week, 15 minutes per session, and Tier 3 students will receive intensive interventions four times per week, 15 minutes per session. The MTSS Plan is provided in Section 4 of the charter application.

- In accordance with s. 1002.20(11), F.S., the parent of any K-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia shall be immediately notified of the student's deficiency.
- The school will keep parents abreast of students' reading progress on a regular basis and will elicit their support in helping their children practice reading at home.
- Students in grades 6-8 who are performing below grade level in reading (performing at a Level 1 or 2 on the state-wide exam in ELA) will be enrolled in an Intensive Reading course, in addition to the core ELA course for the student's grade level. An evidence-based intervention program, *Read 180*, will be used to provide intensive reading instruction. NRCA's problem-solving team, called the "Student Success Team," will monitor students' progress in the Intensive Reading course and engage in problem-solving as needed to ensure positive student response to intervention.
- Any teacher in grades K-8 who provides reading instruction for an ESE student will utilize ESE strategies to provide appropriate instruction within the mainstream ELA classes. ESE students will receive appropriate ESE services and support from an ESE-certified teacher as specified in the student's IEP.
- Any teacher in grades K-8 who provides reading instruction for an ELL student will be ESOL-endorsed, or on the path to ESOL-endorsement, and will utilize ESOL strategies and native language dictionaries, as needed, to provide comprehensible instruction in the mainstream English and Reading classes.

Diagnostic Assessments and Progress Monitoring

- Per s. 1008.25(4)(a), F.S., each student must participate in the statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.
- Per s. 1008.25(8)7b, F.S., public schools must participate in the coordinated screening and progress monitoring system. For student in grade Pre-K through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program year or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year pursuant to state board rule. For grades 3 through 10 English Language Arts, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rule. The end-of-year administration of the coordinated screening and

progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the scheduling requirements under s. 1008.22(7)(c).

- Per s. 1008.25(5), any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency.
- NCRA will also administer the i-Ready Diagnostic Assessment at the beginning of the year to all K-8 students to provide teachers with a complete picture of student performance relating to their grade level and national norms. The i-Ready Assessment is given to third grade students at the end of the year to be used, as needed, for good cause promotion.
- Using the results of the i-Ready Baseline Assessment, each student in grades K-8 will be placed on the appropriate "path" based on their baseline reading level. All students will be expected to reach their annual individualized "stretch" growth goal as determined by i-Ready.
- Data chats will be held with students at scheduled times throughout the year to review their progress in reaching their target goals.
- Throughout the year, teachers will use i-Ready reports to monitor the reading progress of each student. Student standardized and progress monitoring test scores will be analyzed to provide reading interventions and monitor progress at interval periods as stipulated in the student's intervention plan. Interventions must continue until the student demonstrates grade level proficiency.
- Classroom assessments will be administered on an ongoing basis. Teacher-made tests, quizzes, authentic learning products, essays, and mastery-based tests will be used to assess students' mastery of the ELA B.E.S.T. Standards.
- ESE students will be provided testing accommodations as delineated in their IEPs.
- ELL students will receive all allowable testing accommodations.

Professional Learning, Inservice, Endorsement or Certification Requirements for Reading Teachers

- All teachers will be trained in the proper implementation of the core curriculum as well as in the use of supplementary and reading intervention programs used in their courses. All teachers will receive professional learning throughout the year on the use of evidence-based skills grounded in the science of reading research and on the implementation of the Structured Literacy Approach to teaching reading.
- An applicant for renewal of a professional certificate with a beginning validity date of July 1, 2020, or thereafter in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, must earn a minimum of 2 college credits or the equivalent in-service points in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.
- Per s. 1011.62, F.S., intensive reading interventions must be delivered by instructional personnel who possess the micro-credential as provided in s. 1003.485 or are certified or endorsed in reading and must incorporate evidence-based strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(8). Instructional personnel who possess a micro-credential as specified in s. 1003.485 and are delivering intensive reading interventions must

be supervised by an individual certified or endorsed in reading.

- Teachers who are assigned to teach reading to retained third graders, including summer camp students, must be highly effective, per the teacher's performance evaluation, and must be reading endorsed or certified.
- Teachers who teach any grade 7-12 state-coded reading course must be reading endorsed or certified.

Additional Reading Opportunities

- As specified in s. 1003.485(2), F.S., the New Worlds Reading Initiative has been established by the FLDOE to instill love of reading by providing high-quality, free books to students in pre-kindergarten to grade 5 who are reading below grade level and to improve their reading skills.
- Students will have an opportunity to read a wide variety of texts within different genres through the availability of classroom libraries that contain novels and other periodicals that range in reading levels.
- Upon enrollment for the following year, students will receive a list of required summer reading for each grade level. Students will be given several options of novels at each grade level from which to choose. Additionally, the students will be provided with options for assignments to complete after reading the selected novel and due dates for these assignments during the beginning several weeks of the school year.

ATTACHMENT E

Not Applicable

ATTACHMENT F

Assessment Schedule

FLORIDA STATEWIDE ASSESSMENT PROGRAM
PRELIMINARY 2024–2025 SCHEDULE*

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

Writing	
Dates	**Assessment**
March 31–April 11, 2025	Grades 4–10 B.E.S.T. Writing
English Language Arts (ELA) Reading and Mathematics	
Dates	**Assessment**
May 1–30, 2025	Grades 3–10 FAST ELA Reading & Grades 3–8 Mathematics End-of-Year Progress Monitoring Assessment (**Third Administration, PM3**)
Statewide Science Assessment	
Dates	**Assessment**
May 5–16, 2025	Grades 5 & 8 Science
End-of-Course (EOC) Assessments	
Dates	**Assessment**
September 16–October 4, 2024 December 2–20, 2024 May 1–30, 2025 July 14–25, 2025	B.E.S.T. Algebra 1 & Geometry Biology 1, Civics, & U.S. History
Retake Assessments	
Dates	**Assessment**
September 16–October 4, 2024	FSA Grade 10 ELA Reading Retake FSA Grade 10 ELA Writing Retake FSA Algebra 1 Retake
February 17–March 7, 2025	B.E.S.T. Algebra 1 Retake FSA Grade 10 ELA Writing Retake FSA Grade 10 ELA Reading Retake FSA Algebra 1 Retake

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

Preliminary

FLORIDA STATEWIDE ASSESSMENT PROGRAM
PRELIMINARY 2024–2025 SCHEDULE

The windows below denote the amount of time provided for districts and schools to select progress monitoring administration days; they do not represent the amount of time students spend taking progress monitoring 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.

Florida Assessment of Student Thinking (FAST)	
Dates	**Grade Levels and Subjects**
First Administration (PM1): August 5–September 27, 2024 **Second Administration (PM2):** December 2, 2024–January 24, 2025 **Third Administration (PM3):** April 14–May 30, 2025	Grades K–2* FAST Reading & Mathematics
First Administration (PM1): August 12–September 27, 2024 **Second Administration (PM2):** December 2, 2024–January 24, 2025 **Third Administration (PM3):** May 1–May 30, 2025	Grades 3–10 FAST ELA Reading, Grades 3–8 FAST Mathematics, & Grade 10 FAST ELA Reading Retake

*Assessment calendar guidance for VPK programs is available at http://www.floridaearlylearning.com/vpk/fast.

Florida Alternate Assessment	
Dates	**Grade Levels and Subjects**
September 23–October 11, 2024	**Alternate Assessments*—Performance Task** Grade 10 ELA Makeup Algebra 1 Makeup
February 24–April 11, 2025	**Alternate Assessments*—Performance Task** Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 10–April 25, 2025	**Alternate Assessments*—Performance Task** Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry & U.S. History)
Data Collection Periods: September–October 2024 November–December 2024 March–April 2025	**Alternate Assessments*—Datafolio** Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry & U.S. History)

*Aligned to Access Points for B.E.S.T.

Preliminary

FLORIDA STATEWIDE ASSESSMENT PROGRAM
PRELIMINARY 2024–2025 SCHEDULE

Other Statewide Assessments	
Dates	**Assessment**
September–December 2024	Preliminary ACT (PreACT)
TBD	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November 4–December 20, 2024 April 14–May 30, 2025	Florida Civic Literacy Exam
January–March 2025	National Assessment of Educational Progress (NAEP) Long-Term Trend (ages 9, 13, 17)
January 20–March 14, 2025	ACCESS for ELLs Alternate ACCESS for ELLs
March–April 2025	ACT*
March–April 2025	SAT*
May 2025	Advanced Placement (AP) Exams

*Districts will select either ACT or SAT to administer to all Grade 11 students in the district.

Preliminary

North River Charter Academy Interim Assessments

- **i-Ready Diagnostic Reading and Math Assessments:** NRCA will use the i-Ready Reading and Math Diagnostic Assessments to determine baseline levels. The assessment is given **once per year** (prior to the F.A.S.T. ELA and Math assessments) to determine an individualized pathway for students to engage in i-Ready lessons. The i-Ready program will allow teachers to track how students are performing throughout the school year and group them for re-teaching or targeted interventions to support each student in meeting their individualized i-Ready growth goal or "stretch" goal. Parents will have access to their results within one week of assessment.
- **Read 180:** NRCA will use Read 180 for its intensive reading classes for grades 6-8. Students are provided with an **initial diagnostic assessment** and then provided lessons and online bridge lessons that are appropriate for the assessed grade level. Additionally, students will be grouped based on their initial level. This process will be done at the start of each academic quarter **(four times per year)** and students' levels and groups will be adjusted accordingly. Parents will have access to their results within one week of assessment.
- **Math 180:** NRCA will use Math 180 for its intensive math classes for grades 6-8. Students are provided with an **initial diagnostic assessment in the fall** and then provided lessons and online bridge lessons that are appropriate for the assessed grade level. Additionally, students will be grouped based on their initial level. This process will be done at the start of each academic **quarter (four times per year)** and students' levels and groups will be adjusted accordingly. Parents will have access to their results within one week of assessment.
- **Writing Score Assessments:** NRCA will use Write Score for its writing assessments for grades K-8. Students are provided with **an initial diagnostic written assessment** and then provided lessons and online bridge lessons that are appropriate for the assessed grade level. Additionally, students will be grouped based on their initial level. **This process will be done three times a year (August, November, and February)** and will be based on the writing styles noted within the grade level standards. Teachers will have access to remediation lessons for each of the rubric categories with lessons and materials provided. Parents will have access to their results within one week of assessment.
- **Civics Interim Assessments:** NRCA will use the assessment provided with the Civics curriculum, as well as **interim assessments provided within the** *Gateway to American Government and Civics* supplementary curriculum to assess learning progress towards end of year standards. The teacher will administer a **pre-test (August), mid-year test (December), and a post-test (April)** to identify standards gaps and work with students using additional lessons and activities. Parents will be provided with the test results within one week of assessment.
- **Science Interim Assessments:** NRCA 5th and 8th Grade students will be progress monitored three times a year through a **pre-test (August), mid-year test (December), and a post-test (April)** provided through the Coach Science workbooks. These will be graded, and standards will be analyzed to determine learning gaps. Parents will be provided with the results within a week of assessment.

- **<u>Unit Assessments from Core Curriculum Programs:</u> ELA, Math, Algebra, Science, Social Studies, Civics):** Each of the state adopted curriculum choices adopted by NRCA provide formative assessments, interim assessments, and project-based assessments that are standard aligned and will be used to gather information on student progress throughout each unit. Assignments and assessments will be provided to students as a whole group and with any allowable accommodations. Student grades will be provided through FOCUS for parent access and monitoring.
- **<u>Other Student Academic Progress Monitoring</u>:** Teacher-made tests, projects, research papers, class participation in discussions, use of checklists, rubrics, and exit tickets. These methods will be used by teachers to inform instruction and gather data about each student's level of understanding and mastery of lesson objectives and standards.

ATTACHMENT G

Not Applicable

ATTACHMENT H

Articles of incorporation

ARTICLES OF INCORPORATION
OF
NORTH RIVER CHARTER ACADEMY, INC.

(A Florida Not-For-Profit Corporation)

The undersigned Incorporator hereby files this, the Articles of Incorporation of NORTH RIVER CHARTER ACADEMY, INC., as a non-profit corporation under Chapter 617, *Florida Statutes*:

Article I
NAME

The name of this corporation shall be NORTH RIVER CHARTER ACADEMY, INC. (hereinafter called the "Corporation").

Article II
PRINCIPAL OFFICE AND MAILING ADDRESS

The initial mailing address and office of the Corporation is 15209 27th Court E, Parrish, Florida 34219.

Article III
COMMENCEMENT OF CORPORATE EXISTENCE

The Corporation shall commence its existence as of the date of filing for incorporation with the Florida Secretary of State and shall have perpetual existence unless sooner dissolved according to law.

Article IV
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.

Article V
GENERAL POWERS

This Corporation shall have all the powers enumerated for corporations in the Florida Not-For-Profit Corporation Act, as it now exists and as hereafter amended, and all such other powers as are permitted by applicable law, including, without limitation and only by illustration, the following powers unless later restricted by applicable law or charter contract:

A. To have succession by its corporate name for the duration of its existence.

B. To sue and be sued and appear and defend in all actions and proceedings in its corporate name to the same extent as a natural person.

C. To have a corporate seal, which may be altered at pleasure, and to use the same by causing it, or a facsimile thereof, to be impressed, affixed, or in any other manner reproduced provided, however, such seal shall always contain the words "corporation not for profit."

D. To purchase, take, receive, lease, take by gift, devise or bequest or otherwise acquire, own, hold, improve, use, and otherwise deal in and with real or personal property or any interest therein, wherever situated.

E. To sell, convey, mortgage, pledge, create security interests in, lease, exchange, transfer, and otherwise dispose of all or any part of its property and assets.

F. To lend money for its corporate purposes, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds so loaned or invested.

G. To make donations for the public welfare or for religious, charitable, scientific, educational, or other similar purposes.

H. To increase, by a vote of its members cast as the Bylaws may direct, the number of its directors, so that the number shall not be less than three but may be any number in excess thereof.

I. To conduct its affairs, carry on its operations, and have offices and exercise the powers granted by the Florida Not-For-Profit Corporation Act in any state, territory, district, or possession of the United States or any foreign country.

J. To elect or appoint officers and agents and define their duties.

K. To adopt, change, amend and repeal the Bylaws, not inconsistent with these Articles of Incorporation or with the laws of the State of Florida, for the administration and regulation of its affairs and the exercise of its powers.

L. To have and exercise all powers necessary or convenient to effect its purposes.

Article VI
BOARD OF DIRECTORS

A. Powers of the Board. The affairs of the Corporation shall be managed under the direction of, the Board of Directors (also referred to as the "Board" or "Governing Board"). The Board of Directors shall have all the powers necessary or appropriate for the administration of the affairs of the Corporation.

B. Number. The affairs of this Corporation shall be conducted by a Board of Directors, the number of which shall be determined from time to time in accordance with the Bylaws, but shall never be less than three (3) Directors.

C. Election; Removal; Resignation. The manner of election, removal and resignation of Directors shall be regulated by the Bylaws.

D. Names and Addresses of Initial Board of Directors. The initial Directors shall be:

Name	Address	Title
Mark McCabe	1941 Isla Palma Circle, Naples, Florida 34119	President
Fugang (Frank) Zhou	4652 Navassa Lane, Naples, Florida 34119	Vice President
Gwen DaPore	10406 Stonewall Road, Prospect, Kentucky 40059	Secretary

Article VII
INITIAL REGISTERED OFFICE AND AGENT

The name and Florida address of the initial registered agent of the Corporation is The Arnold Law Firm, LLC, 3840 Crown Point Road, Suite B, Jacksonville, Florida 32257.

Article VIII
MEMBERSHIP

The Corporation does not have any members.

Article IX
INCORPORATOR

The name and street address of the incorporator of the Corporation is Mark McCabe, 1941 Isla Palma Circle, Naples, Florida 34119.

Article X
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.

Article XI
PROHIBITED ACTIVITIES

No part of the net earnings or distribution of the assets of the Corporation upon its dissolution shall inure to the benefit of, or be distributable to, its officers, members, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes of the Corporation set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article XII
AMENDMENT

These Articles of Incorporation may be amended at any time by a vote of a majority of the directors present at any regular or special meeting provided a quorum is present.

The undersigned Incorporator has executed these Articles of Incorporation on the 4th day of April, 2023.

Mark McCabe
Incorporator/Board Member

ACCEPTANCE BY REGISTERED AGENT

Having been named to accept service of process for the above stated Corporation, at the place designated in the above Articles of Incorporation of North River Charter Academy, Inc., I am familiar with and accept the appointment as registered agent and agree to act in this capacity.

_____

Braxton A. Padgett, Esq.
The Arnold Law Firm, LLC
Date:_____

ATTACHMENT I

501(c)(3) tax-exempt status determination letter (or copy of the filling form)

ARNOLD LAW FIRM

Shawn A. Arnold, Esq.•∞
Melissa Gross-Arnold, Esq.▪∞
John P. Leombruno, Esq.*
Braxton A. Padgett, Esq.

Serving Clients Throughout Florida

• Licensed in Florida, Georgia & Colorado | ▪ Board Certified City, County & Local Government Law |
∞ Board Certified Education Law | * Florida Supreme Court Certified Family Mediator

July 24, 2023

VIA ATTACHMENT TO CHARTER APPLICATION

School Board of Manatee County
215 Manatee Avenue West
Bradenton, FL 34205

Re: 501(c)(3) Status

Dear School Board Members:

I am writing on behalf of North River Charter Academy, Inc. ("NRCA") regarding its 501(c)(3) tax-exempt status. NRCA is organized as a nonprofit corporation under the laws of the State of Florida. Once NRCA's charter application is approved and the parties have entered into a charter contract, the school will file for federal tax-exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code as a charter school. NRCA will secure its 501(c)(3) designation prior to operating the charter school.

Sincerely,

Braxton A. Padgett, Esq.
braxton@arnoldlawfirmllc.com

ATTACHMENT J

Governing board by-laws

NORTH RIVER CHARTER ACADEMY

Bylaws
North River Charter Academy, Inc.

Effective Date: April 26, 2023

ARTICLE I. General

Section 1. Name.

The name of the corporation is **North River Charter Academy, 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 as 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.

Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

Section 2. Number.

The Board of Directors shall consist of a minimum of three (3) persons, with a maximum number of five (5) persons.

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. 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 to five (5) year terms. Board member terms are 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. For purposes of staggering the terms of Board members, the Board of Directors may adopt a resolution establishing board classes (the "Board Classes Resolution").

Section 5. Election.

The names of the initial Board members are set forth in the Certificate of Incorporation. The positions of any Board members whose terms have expired or if a board member no longer is interested in being on the board, 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 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. Resignation and Removal.

Board members shall be elected during the Corporation's Annual Meeting each year when a seat on the Board is up for election. A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Board member may be removed 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 7. Board Meetings.

Regular meetings of the Board of Directors shall be held at least once a quarter. Timely notice of all such regular meetings shall be provided. So long as the Corporation holds a 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 8. Annual Meetings.

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. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full 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.

Section 10. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Quorum may be established by in-person attendance or by 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. Voting by any written consent or proxy is prohibited so long as the Corporation is in a charter contract.

Section 11. 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 Resolution. The President of the Board may declare a seat vacant due to the excess absenteeism, death, incapacity, or resignation of a Board member. In the case of any vacancy, the President may call a meeting to order and declare a special quorum composed of at least a majority of the remaining Board members, even if this would be insufficient to establish a quorum for other purposes. A meeting called to order based on the existence of a special quorum may only conduct such business necessary to fill a vacancy on the Board and may not transact any other business unless a regular quorum is later established.

Section 12. 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. The Board of Directors shall set a schedule of allowable charges for meals, lodging, and mileage expended on Board business. Reimbursements shall not exceed these limitations.

Section 13. 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 14. 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 15. 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 principal, or his or her designee(s), must attend meetings of the Corporation in person.

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. Committee may be made up of Board members and non-Board members. 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. 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 a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as necessary. 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 and shall serve for the remainder of their current term on the Board and until their successors are elected and qualified.

Section 3. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the highest ranking officer of the Board, responsible, along with his/her fellow Board members, for the oversight of the Corporation's business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Board members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, 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) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the 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 duly 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) The Treasurer shall oversee the business administration of the Corporation, including, without limitation, its financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that regular books of account are kept for the Corporation that set out business transactions of the Corporation and reports and filing made, all in compliance with the applicable Florida law, and that such books to be at all times open to inspection at the Corporation's place of keeping to any Board member or as otherwise required by law or charter contract.

Section 4. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President 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 5. 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 President or his/her designee 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.

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 any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. 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 or 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.

CERTIFICATION

These Bylaws were adopted by at least a two-thirds (2/3) vote of the Board of Directors at its meeting held on April 26, 2023.

Mark McCabe, President
North River Charter Academy, Inc.

4. 26. 23
Date

ATTACHMENT K

Governing board code of ethics and conflict of interest policy

NORTH RIVER CHARTER ACADEMY

CONFLICT OF INTEREST, ANTI-NEPOTISM, AND ETHICS POLICY

Adopted and Effective: _____

Article 1
Purpose

The following Conflict of Interest, Anti-Nepotism, and Ethics Policy of North River Charter Academy, Inc. (the "School") is intended to supersede and replace all prior conflict of interest policies of the School. The purpose of this Policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Governing Board member of the School 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 organizations and charter schools. It is also intended to serve as a guide for the School'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 School 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 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 School has a transaction or arrangement; or

2.2.2 A Compensation Arrangement with the School or with any entity or individual with which the School 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 School 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 School 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 School 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 (except for Article 7, which includes a separate definition), 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 School and the achievement of its tax-exempt purposes. This shall include any conflict of interest identified under Sections 112.313(2), (3), (7), and (12) and Section 112.3143, Florida Statutes, and any other relevant conflict of interest laws pertaining to charter school governing board members.

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, and

3.1.2 The Interested Person shall verbally inform the Board and the Board's legal counsel (if legal counsel is present) of the existence, nature and extent of the Interested Person's Financial or Other Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial or Other Interests shall be made a formal part of the minutes of the Board. In the event that an Interested Person provides written disclosure of such Interested Person's Financial or Other Interest, no member of the Board may respond to such disclosure, either in writing or orally, except in a meeting that meets the requirements of Florida's Sunshine Law.

3.2 **Recusal by Interested Person, if Legally Permissible.** In connection with an Interested Person's disclosure of a Financial or Other Interest pursuant to Section 3.1, the Interested Person may voluntarily recuse himself or herself from discussion and action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial or Other Interest pursuant to Section 3.1, above. Such recusal would only be permissible if recusal is a permissible action pursuant to Florida law with respect to the particular Financial or Other Interest of the Interested Person.

3.3 **Determination of Conflict of Interest.** Where an Interested Person has provided advance written disclosure of a Financial or Other Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial or Other Interest creates a Conflict of Interest, as defined above and as prohibited by law. The Interested Person shall not participate in any discussions or vote related to this determination except to the extent necessary to fully explain the Financial or Other Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial or Other Interest.

3.4 **Exceptions.** Pursuant to Section 112.313(12), Florida Statutes, the Board may consider the following exceptions as constituting a *de minimus* conflict of interest. A *de minimus* conflict of interest may be waived by a vote of the Governing Board, if one or more of the criteria below is met.

3.4.1 The transaction or arrangement is awarded under a system of sealed, competitive bidding to the lowest or best bidder and: (a) The Board member or the Board

member's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder; (b) The Board member or the Board member's spouse or child has in no way used or attempted to use the Board member's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and (c) The Board member, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, disclosing the Board member's interest, or the interest of the Board member's spouse or child, and the nature of the intended transaction or arrangement.

3.4.2 The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.

3.4.3 An emergency purchase or contract must be made in order to protect the health, safety, or welfare of the school community and other sources for the purchase or contract are not readily available.

3.4.4 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.

3.4.5 The total amount of the transactions in the aggregate between the business entity and the School does not exceed $500 per calendar year.

3.4.6 The fact that a Board member is a stockholder, officer, or director of a bank will not bar a bank from qualifying as a depository of funds, provided it appears in the records of the School that the Governing Board has determined that such Board member has not favored such bank over other qualified banks.

3.4.7 The Board member purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with the School.

Article 4
Procedures Upon Determination of Conflict of Interest

4.1 **Exclusion from Discussion and Vote.** In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue. While all meetings of the Board are open public meetings, the Interested person may choose not to be present in the meeting room for the discussion or vote relating to the transaction or arrangement.

4.2 **Removal from Board.** Under some circumstances, Florida law does not allow a governing board member to be excluded from a vote in order to cure a Conflict of Interest. In such a Conflict of Interest exists, the Interested Person will be required to resign or will be removed from the Board.

4.3 **Action by Board.** With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of, and for the

benefit of, the School, 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

Minutes of meetings of the Board shall include copies of all written disclosures of Financial and Other Interests and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 4.1 and 4.2, above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

Article 6
Persons Who May Not Serve on the Governing Board

Pursuant to Section 1002.33(26)(c), Florida Statutes, an employee of the charter school, 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.

Article 7
Restriction on Employment of Relatives

7.1 For purposes of this Article 7, "Charter school personnel" means a charter school owner, president, Board officer, Board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

7.2 For purposes of this Article 7, "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

7.3 Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

7.4 The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

7.5 In the event that relatives are employed by or assigned to work at the School, documentation shall be maintained in each employees' files to verify that no relative advocated for the employment or advancement of such employee. In addition, such documentation shall include the non-related individual(s) responsible for direct supervision, evaluation and other employment decisions regarding the employees.

Article 8
Initial and Annual Written Assent

Each member of the Board shall, upon initial appointment and annually thereafter, sign a statement, in substantially the same form as attached as Exhibit A to this Policy.

Board Secretary Certificate

I hereby certify that the foregoing Conflict of Interest, Anti-Nepotism, and Ethics Policy for North River Charter Academy, Inc., was adopted by a majority vote of a quorum of the Governing Board at a duly noticed meeting.

Mark McCabe
Board Secretary

MARK McCABE
Printed Name

EXHIBIT A

ANNUAL AFFIRMATION BY GOVERNING BOARD MEMBERS

This written affirmation is provided in accordance with the Conflict of Interest, Anti-Nepotism, and Ethics Policy ("Policy") of North River Charter Academy, Inc, (the "School"). Each member of the Governing Board must complete this affirmation upon appointment to the Governing Board and at least annually thereafter.

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 School is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

5. I am not aware of any actual or potential conflict of interest involving myself, except as follows (explain below or write "Not Applicable"):

   _____
   _____
   _____
   _____
   _____

6. No relative of mine is employed at the School, except for the person(s) identified below (explain below or write "Not Applicable")

   _____
   _____
   _____
   _____
   _____

Mark McCabe

Signature

Printed Name: MARK MCCABE
Title: PRESIDENT
Date: 4.26.23

ATTACHMENT L

Board Member Information Sheet, Resume and Statement of Assurances

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 North River Charter Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Merle McCabe (name), Board Chair (title) to sign as the legal correspondent for the school.

Signature _____ *Date* 4/18/23

Printed Name Fugang Zhou

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve North River Charter Academy

2. Full name Fugang (Frank) Zhou

   Home Address 1200 Goodlette Rd. North, #8266, Naples, FL. 34101

   Business Name and Address N/A

   Phone Number 239-784-2589

   E-mail address alem3122@yahoo.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?

As a member of the financial and business community, I believe I can assist the school and its Board in ensuring financial stability, proper oversight on any business connections or contracts, and working to ensure that a future bond deal or land acquisition is done responsibly for the school.

6. What is your understanding of the appropriate role of a public charter school board member?

To establish policies and procedures and to oversee every aspect of the school to ensure it operates efficiently and effectively.

Generally, Board members provide oversight to the school and ensure that all business dealings, school choices, and contracts are reviewed appropriately. Additionally, we are responsible for reviewing the data and working to improve the schools standing in the community.

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.

While I have not been on the Board of a charter school, I have, and do, own several businesses and work with many groups of stakeholders and investors who must have oversight on the success of the business. I believe this makes me qualified to manage a team of Board members and to provide needed oversight to the schools success and financials.

Describe the specific knowledge and experience that you would bring to the board.

1. What is your understanding of the school's mission and guiding beliefs?

   The school will be providing a curriculum that is STEAM focused and works to develop the whole child. They will focus on ensuring all children come to learn in a student focused classroom with a curriculum that allows them to engage with their learning and to identify career paths suitable for their STEAM focus.

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

   While the specific curriculum will have to be decided closer to the time, given state adoption results, the school, and the Board, remain committed to providing rigorous materials that are aligned to the schools mission.

3. What do you believe to be the characteristics of a successful school?

   A successful charter school is student centered and has high academic and behavior standards. Ensuring the school is finically sound, compliant to all state regulations, and continues to innovate with its methods is essential to its

success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Holding frequent Board meetings, talking with stakeholders, working with the ESP, and working with the schools leadership team are markers for monitoring and evaluating their effectiveness.

5. What do you see as your role regarding the school leaders?

I see myself as one to review any business or land contracts as well as assisting with a bond purchase down the road and any expansion needs. As a business owner, I am aware of current market trends and will work to ensure the school does so in a financially smart manner.

School Mission and Program

Governance

1. Describe the role that the board will play in the school's operation.

The board provide oversight. It is there to be a check and balance for the success and future of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Data and parent satisfaction are key. Finances are also important to ensure the school holds a proper fund balance and complies with all regulations set forth in the contract.

3. How will you know at the end of four years of the school is successful?

The school will have reached its enrollment targets, improved or maintained a passing state grade, and has clean finance sheets and audits. Students and staff must also be happy and enjoy coming to school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As in answer 1 and 4 above, board meetings, review of reports, visiting the school, and chatting with parents will be essential to ensuring the success. Adjusting goals as needed will also be important.

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?

As a Board member, being ethical is essential. We will vet any new Board members and ensure they do not have conflicts. Should one arise, there is a process in place to investigate and remove a member if needed, by vote. Legal counsel may also be needed.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

   I do not have formal ESP contact review exp., however, we will vet an ESP based on their capacity to assist the school based on previous work or current schools. We will review the contract to ensure the Board remains in control and that they are working to improve the school and its finances, not hurt them.

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 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: Fugang Zhou

Signature: Zhou

Date: 4/18/23

Frank Zhou

1200 Goodlette Road North, #8266, Naples, FL 34101
239-784-2589
alem3122@yahoo.com

Utilize my experience, knowledge and resources in assisting and helping the education and growth of the future generations.

Work Experience

Business Owner November 2000 to Present

IT Manager August 1999 to August 2008

Network Administrator May 1995 to August 1999t

Computer Programmer May 1991 to May 1995

Education

Master in Business Administration Regis University

Computer Science Engineering University of Florida

Skills

- Management
- Microsoft Suites
- Signage
- Air Conditioning
- Real Estate
- Operations
- Adobe Illustrator
- Plastic
- Traveling
- Web Design
- Marketing
-Teaching
- Roofing
- Investment

Volunteer Works

- Program Lead for FORCE (Friends of Rural China Education)
- Presidential Committee for Chinese Friendship Association
- President of Naples Asian Professional Association
- Member of United Chinese Association
- Board of Southwest Florida Chinese Association
- President of Asian Professional Association

Languages

- English
- Chinese

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 North River Charter Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Mark McCabe (name), President (title) to sign as the legal correspondent for the school.

L. Gwendolyn DaPore
Signature

4-12-23
Date

L. Gwendolyn DaPore
Printed Name

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve North River Charter Academy

2. Full name Gwen DaPore

   Home Address 10406 Stone School Road, Prospect, Ky. 40059

   Business Name and Address Retired Educator

   Phone Number 937-684-6430

   E-mail address gdapore@sbcglobal.net

[X] 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.

   [X] Yes [ ] No

   Parrish Charter Academy, Oak Creek Charter School of Bonita Springs, & Gulf Coast Charter Academy.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

   [X] Yes [ ] No

   Please see resume

5. Why do you wish to serve on the board of the proposed charter school?

I have previously served as a Board member with schools managed by FORZA Education Management and hope to contribute to the Boards perspectives as a past educator and to provide guidance to school leaders.

6. What is your understanding of the appropriate role of a public charter school board member?

To establish policies and procedures and to oversee every aspect of the school to ensure it operates efficiently and effectively.

Board members should monitor the educational programs, financial success, and overall functions of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have worked for and with charter schools for over 20 years and have participated in many interviews, Board meetings, and other aspects needed to monitor their success.

Describe the specific knowledge and experience that you would bring to the board.

1. What is your understanding of the school's mission and guiding beliefs?

   The school will operate as a STEAM school in Manatee County and will provide a rigorous educational program while also fostering the student's individual development and family engagement.

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

   AT this stage in its development, the school is selecting from state adopted curriculum and will continue to monitor changes to the state statutes to select the most engaging and STEAM focused curriculum available. It will ensure students are working on their foundational reading skills and developing their math literacy.

3. What do you believe to be the characteristics of a successful school?

   The first thing must be to promote the school, build up student enrollment, inform parents of academic programs and success, develop good relationships with the community, secure excellent teachers, and to ensure the school leader is supported and mentored.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a Board member, I will look at the different reports presented at each meeting, make sure the school is in good financial order, and that the testing data supports good teaching and excellent leadership.

5. What do you see as your role regarding the school leaders?

As a member of schools and Boards, I hope to be able to assist the schools with their evaluations, curriculum reviews, and in advising the schools leadership team.

School Mission and Program

Governance

1. Describe the role that the board will play in the school's operation.

The Board has a duty to ensure everything is done correctly, to monitor what is being done, and to make sure the school is operating smoothly.

2. How will you know if the school is successful at the end of the first year of operation?

Typically, surveys as done by parents and stakeholders within the school. The results will give information of how they feel about the year ended. Also, testing data will determine the need to evaluate teachers, curriculum, and best practices for educating students.

3. How will you know at the end of four years of the school is successful?

If the school's population continues grow and the community supports the school, it will be successful. Parents will not likely keep their students at a school where it is not positive or failing.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As Board members, we need to be kept abreast of all the steps being taken at the school. It will be important to make sure things are done in a timely manner, efforts made to build student enrollment, and retention of teachers. It is important to monitor what is happening at all levels of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would go to the Board president or the Board attorney to allow for a proper investigation and grievance process to occur. If needed, the Board can act to terminate their membership on the Board.

6. If your school intends to contract with a third-party ESP:

   a. Summarize your involvement in the selection process;

As a Board member, I will review the previous exp. Of the ESP, ask questions on their plan and process, and continue to monitor this action.

   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.

While I have not evaluated an ESP contract, I have reviewed contracts before and would work with the other Board members to ask all relevant questions. As far as the legal relationship, my understanding is that the Board hires the ESP to assist and support, but the Board retains final authority over the school.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent 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: L. Gwendolyn DaPore

L. Gwendolyn DaPore — *Signature*

4-12-23 — *Date*

L. Gwendolyn DaPore

26356 Stonewall Lane
Bonita Springs, FL 34135
937-684-6430

EDUCATION

Fresno Pacific State College – AIMS Leadership Training
Fresno, CA – Summers, 1997 – 1999
Wright State University, Dayton, Ohio 1982-84
M.Ed. in Education Leadership (Principal, Curriculum and Instruction, Supervision)
Ohio State University, Columbus, Ohio – 1964 – 1968
B. S. in Elementary Education

CERTIFICATION

Ohio Elementary (1-8) Permanent
Ohio Administrative: Principal, Supervisor, Educational Specialist in Curriculum and Instruction – 2010-15
National Board Certification – Early Adolescence Science November, 2001 – 2011
AIMS Instructional Trainer – 1997 – 2002
Florida Certification 2020-25
Educational Leadership – All levels
Elementary Education – Grades K-6

EDUCATION WORK EXPERIENCE

FORZA Management Executive Director 2015-22
Edvantages Prep and Fitness Schools – 2002 – 2013
Teacher/Principal/Curriculum Director
Principal of Middletown Prep and Fitness
Principal of Bonita Springs Prep and Fitness
Regional Assistant Superintendent for Prep and Fitness Schools
Coordinated and ran the new teacher Praxis III Program For Prep and Fitness Schools
Praxis III Assessor for state of Ohio - 2001 - 2009
West Carrollton City Schools – 1973 – 2002 Teacher of

Various grade levels (2-6)
Grade Level Coordinator
Served on various science, reading, and math curriculum committees
Taught AIMS workshops to teachers in the district
Taught AIMS workshops for math and science through-out the state of Ohio
Piqua City Schools, Piqua, Ohio, 1969 – 1971 – 5th grade

OTHER WORK EXPERIENCE

Emeralds Hair Salon – Owner 1989 – 1997
National AIMS Trainer – Fresno, CA 1997 – 2002
OSU School of Optometry – Secretary and Research Assistant 1964 - 1968
Hartzell Industries, Piqua, OH – worked summers as Secretary 1965 - 1968

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 North River Charter Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Mark McCabe, Board Chair to sign as the legal correspondent for the school.

Mark McCabe

Signature

4-18-23

Date

MARK MCCABE

Printed Name

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve- North River Charter Academy

2. Full name: Mark McCabe
   Home Address: 1941 Isla De Palma Circle, Naples, FL 34119
   Business Name and Address: Summit Mortgage-1415 Panther Lane, Naples, FL 34109
   Phone Number: 239-248-0840
   E-mail address: Mmccabe@summitmortgage.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
   Parrish Charter Academy, Oak Creek Charter School of Bonita Springs, & Gulf Coast Charter Academy South

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 strongly believe in the charter school system as a method of providing parents with a choice in their students educational journey.

6. What is your understanding of the appropriate role of a public charter school board member?

   To establish policies and procedures and to oversee every aspect of the school to ensure it operates efficiently and effectively.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   As Board Chair for three charter schools, I have extensive experience with reviewing financials, evaluating leadership and an ESP, reviewing curriculum and state data, and developing goals with the schools' leadership team.

Describe the specific knowledge and experience that you would bring to the board.

1. What is your understanding of the school's mission and guiding beliefs?
   The school will be established as a STEAM charter school with a focus on hands-on learning and character development through the Leader in Me program. It is guided by providing a student-centered and innovative learning environment and empowering students and families to get the most out of their education.

2. What is your understanding of the school's proposed educational program?
   The school will be selecting state approved curriculum in each of the core subject areas while providing an enhanced STEM curriculum through the KnowAtom program which provides students with rigorous discussions and hands-on activities.

3. What do you believe to be the characteristics of a successful school?
   A successful school is both academically and financially stable, students and families are happy to go to the school, and the enrollment remains strong over the course of each contract period. Working closely with the school district is important as our students will eventually transition to the local high school to complete their education.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Board meetings provide us with a check on the progress of the school, the data, and the financials. Visits to the school provide us with a chance to see the staff in action and to review the physical campus and facility.

5. What do you see as your role regarding the school leaders?

The school leaders are the face of the school and as such should provide the Board with adequate information to determine the success of the building. Evaluating the school leader is an essential and annual part of being a Board member. Providing guidance and a check on their work is essential.

School Mission and Program

Governance

1. Describe the role that the board will play in the school's operation.

As a Board member, it is my job to oversee the operation and financials of the school. Providing a connection between the community and the school as well as ensuring the ESP is working in agreement of the Board and improving the school in a responsible manner.

2. How will you know if the school is successful at the end of the first year of operation?

Student progression data will be reviewed, parent surveys will be provided, and we will work with the ESP to meet with all staff members for their feedback. If the students are learning, parents are happy, and the staff are committed, it will be a success.

3. How will you know at the end of four years of the school is successful?

School grade will be an essential success marker, as well as the financial strength, staff retention, student enrollment growth, and the overall feeling of success within the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Oversight. This is the key method of success and ensuring the school remains successful. The review of all information will provide us with a method of evaluating and improving the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

There should be an open dialogue within the Board and if needed, legal would become involved in order to settle a dispute or to work on the removal of a Board member.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

The Board will be working with an ESP that Board members have worked with in the past. This was evaluated based on their success and involvement with other successful schools.

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The Board was presented with an ESP contract at its initial Board meeting, it was reviewed and discussed, and the Board agreed to retain their services. This is evaluated annually, and an extension is granted based on performance and feedback. Overall, the Board is the final decision center and refers tasks to the ESP on behalf of the Board.

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)

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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 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: MARK MCCABE

Mark McCabe — 4.18.23

Signature *Date*

Mark M. McCabe

mmccabe@summitmortgage.com
(239) 248-0840

Highly motivated, successful, and experienced local banker and mortgage lender with strong credit underwriting skills. Team player, energetic, highly personal. Consistent performer delivering a high level of professionalism and focused customer service.

Summit Mortgage Corp, Senior Loan Officer
December 2011 to present
Actively cultivating new client base of premier realtors through targeted calling plan. Proficient in all aspects of conventional and wholesale mortgage lending.

Shamrock Bank of Florida, Vice President
May 2007 to November 2011
Actively involved in the formation of a de novo community bank. Responsible for establishing core commercial and professional relationships including loans and depository services. Highly involved in the management process including personnel supervision. Originated the majority of the Bank's new loan business and a substantial portion of the commercial deposit business.

Bank of Naples, Senior Vice President
March 2005 to May 2007
Responsible for growing commercial customer relationships to include commercial real estate and small business loans and deposits. Bank assets grew from $80 million to over $120 million during my tenure.

First Florida Bank, Vice President
September 2000 to March 2005
Responsible for commercial and commercial real estate lending for newly established community bank. Consistently exceeded annual production goals. Bank grew to $300 million in assets and three branches during my 5 years

Gulf Coast National Bank, Vice President
October 1995 to August 2000
Responsible for commercial banking relationship development for new community bank. Opened bank's first branch office in an industrial area and successfully grew loans and deposits significantly in excess of stated production goals.

AmSouth Bank, Vice President
May 1994 to November 1995
Responsible for implementing new Regional Bank policies and procedures into newly acquired community bank. Successfully managed and grew commercial portfolio for bank that had new management and lending personnel.

Bank of America, Assistant Vice President
May 1988 to April 1994
Spent eighteen months in Management Training program for C&S Bank, including formal credit training in Atlanta for four months. Two years on the internal credit exam team for C&S Bank which mirrored the procedures of the federal bank examiners. Lending Officer in the Naples market implementing the extensive credit training.

Education
Lely High School
May 1984

Florida Atlantic University
Bachelor of Arts in Finance
May 1988

Louisiana State University
The Graduate School of Banking
Advanced Banking Degree
June 2004

Community Involvement

Gulf Coast Charter Academy South
Board President
September 2013 to present

Oak Creek Charter School of Bonita Springs
Board President
August 2010 to present

Parrish Charter Academy
Board President
2019 to present

Naples Area Board of Realtors (NABOR)
Active member including 2011 to present

School Advisory Council (SAC)
Vineyards Elementary, Naples, FL
September 2007 to 2013

The District School Board of Collier County
Sub-Committee on Operations
Two-year term beginning September 2010

Cape Coral Preparatory & Fitness Academy
Board Member
August 2010 to 2018

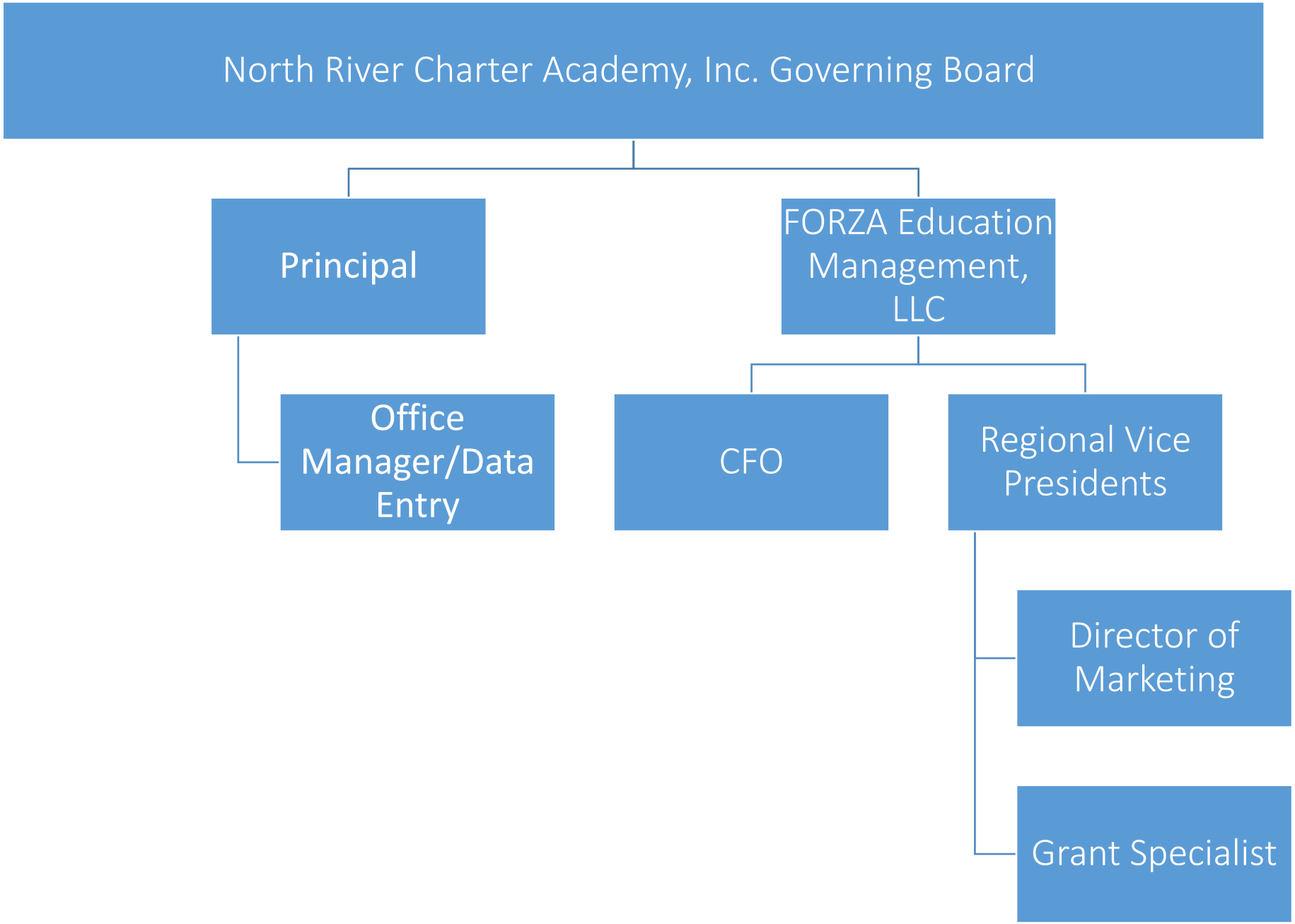
Active member of Naples Area Chamber of Commerce
CBIA member
Junior Achievement classroom instructor
Kiwanis Club East Naples
Country Club of Naples Board Member

Personal
Married, wife Gina since 1998, three children
Successful competitive amateur golfer
Naples resident since January 1982

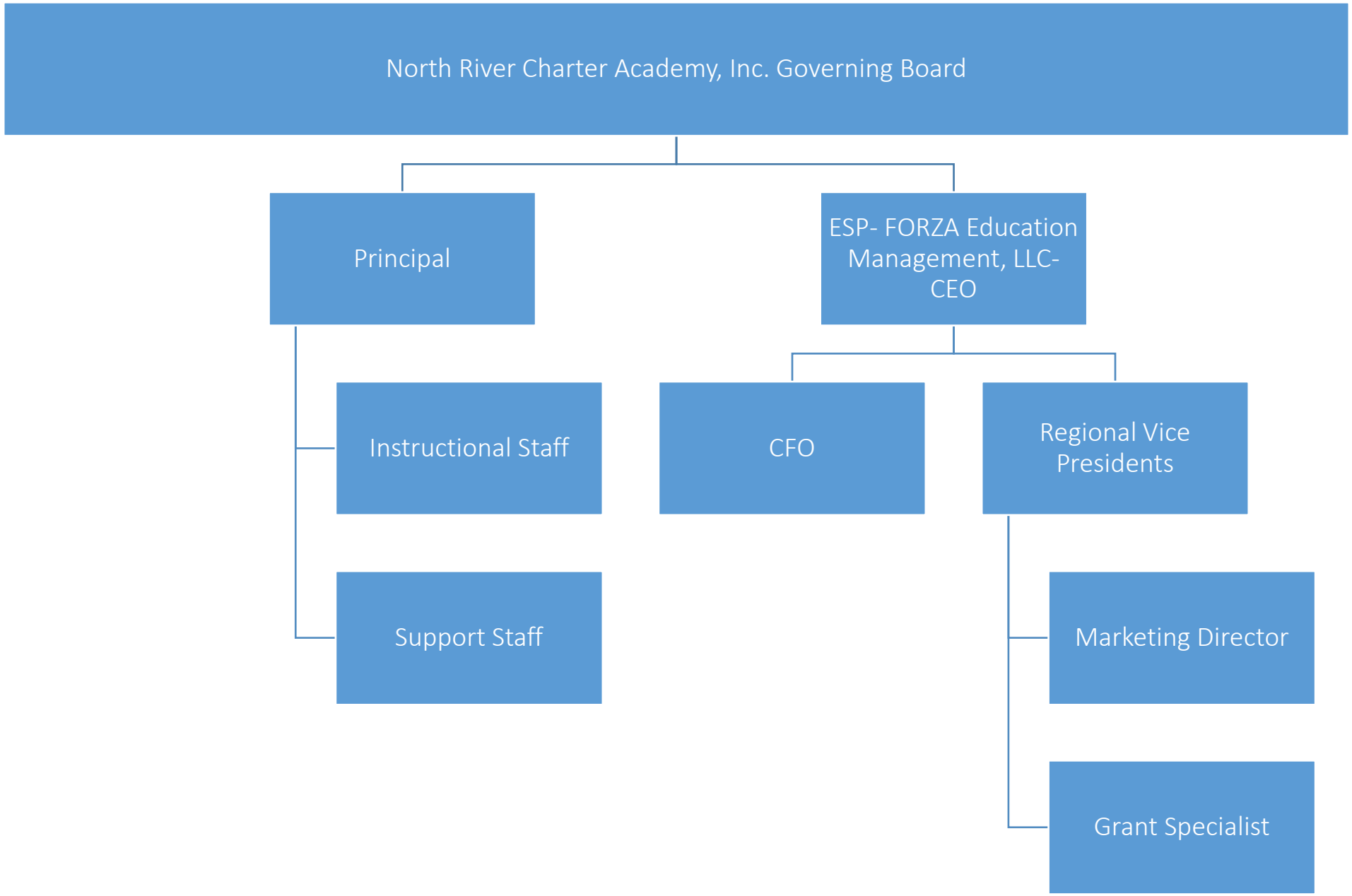
ATTACHMENT M

Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity

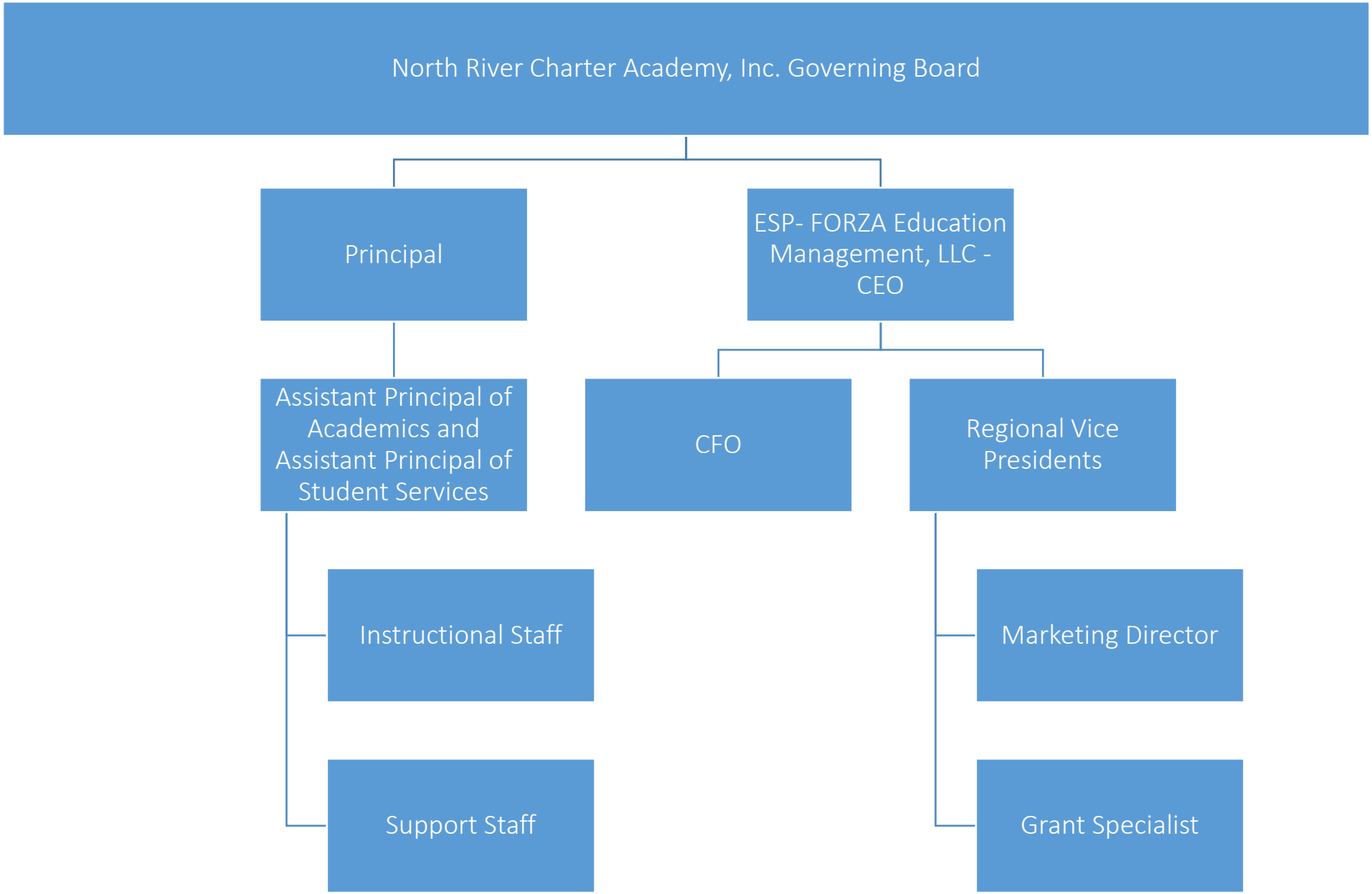
Organizational Chart-Pre-Operational Year



Organizational Chart- Year 1



Organizational Chart- Year 5



ATTACHMENT N

Job description for the school leader and, if this person is already identified, his or her resume

NORTH RIVER CHARTER ACADEMY

ATTACHMENT N
JOB DESCRIPTION
PRINCIPAL

Position	Reports To	Position Type
Principal	Board of Directors	Salary / Exempt
Work Schedule	**Salary Schedule**	**Last Updated**
12-Month Position	Set Annually Performance Based Schedule	March 23, 2023

MAJOR FUNCTION:

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and creative education.

DUTIES AND RESPONSIBILITIES:

- Implementing, evaluating, and reporting to the Board of Directors the school's goals and objectives reflecting organizational and state goals.
- Maintaining a positive school/community climate and a safe and healthy environment
- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Reviewing teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.
- Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, and Co-Curricular.
- Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel.
- Recommending to the School Board the appointment or dismissal of all employees of the school.
- Ensuring the school is operating within the set budget.
- Overseeing the proper record-keeping processes, and inventory control of all school resources.
- 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.
- Recruiting students and faculty for the school as needed.
- Ensuring that all academic components of the school's charter are being met.

- Enforcing the Policies and Procedures of the organization as set by the Board of Directors.
- 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.
- Ensuring that the board of directors is informed of the operations of the school and any issues or challenges which arise.
- Being familiar with Charter School Laws and Florida Statutes and attending other duties as assigned.
- Directing all school administrative operations.
- Overseeing the instructional leadership for faculty, staff, and all school programs.
- Gathering information in order to ensure Data-Driven instruction is occurring in each classroom and that Date meetings are begin held.
- Developing and maintaining professional relationships with staff, parents, and the Board of Directors.
- Providing all documents and overseeing the processing and submission of required reports to the District in a timely manner.
- Maintaining fair, reasonable, and consistent discipline within the school.
- Providing a healthy and safe learning environment for students and staff (fire drills, disaster plans, etc.).
- Supervising the building of the Master Schedule and related staff assignments.
- Organizing and overseeing staff development opportunities for all employees of the school.
- Overseeing the school accreditation process.
- Maintaining inventory of supplies, equipment, and furniture within the school.
- Recruiting and overseeing the interviewing of prospective staff members.
- Participating in workshops, conferences, parent-teacher meetings, and extracurricular activities.
- Monitoring substitute teachers and the class coverage process.
- Coordinating and overseeing the supervision of the testing and assessment program.
- Supervising school activities and special events and initiating fundraising activities.
- Establishing business partnerships and positive relationships with community leaders.
- Enforcing the discipline plan and assisting teachers with all concerns and issues related to student behavior.
- Maintaining adequate records for the school, including financial accounts; business and property records; and personnel, school population, and scholastic records.
- Providing suitable instructions and regulations to govern the safety and transportation of students.
- Assuming responsibility for the buildings, grounds, equipment, and supplies of the school and supervising the work of the custodians and maintenance staff, reporting to the governing board of the conditions and needs of the school.
- Ensuring that all employees are evaluated in accordance with the schedule established by the Board of Directors.
- Overseeing the compilation and preparation of all student achievement outcomes.
- Overseeing the after-school tutoring program.
- Attending all PTO meetings.
- Communicating effectively with parents, teachers, and students.
- Perform other tasks, duties, and responsibilities as assigned.

QUALIFICATIONS:

- Florida Certification in School Principal or Educational Leadership is preferred.
- Master's degree, or higher, in administration, curriculum/instruction, or equivalent.
- Demonstrates organization and managerial ability.
- 3-5 years of successful teaching experience.
- 1-3 years of administrative experience or equivalent.

ATTACHMENT O

If the school leader is not yet identified, the qualifications the school will look for in a school leader

NORTH RIVER CHARTER ACADEMY

ATTACHMENT O

PRINCIPAL QUALIFICATIONS

- A master's degree in education, curriculum & instruction, or equivalent.
- Three to five years of successful teaching experience.
- Minimum of two to three years of working experience in a Leadership/Administration role or equivalent.
- Communication skills to develop a productive educational experience for both teachers and students.
- Willing to persevere and lead by example.
- Problem-solving skills to enhance teacher performance and improve student grades.
- Must understand the importance of building community.
- Empower teachers and cultivate leadership skills.
- Understand data and use resources.
- Must be passionate and collaborate effectively with faculty & staff.
- They should be lifelong learners and have a vision and plan for the school.
- Florida Certification in School Principal or Educational Leadership is preferred but not required to apply. (Must obtain during the first year of employment.)

ATTACHMENT P

Job descriptions and qualification requirements for each administrative or leadership position other than the school leader

NORTH RIVER CHARTER ACADEMY

ATTACHMENT P
JOB DESCRIPTION
ASSISTANT PRINCIPAL

Position	Reports To	Position Type
Assistant Principal	**Principal**	**Salary**
Work Schedule	**Salary Schedule**	**Last Updated**
12 Month Position **7:00 am – 4:00 pm**	**Bi-weekly**	**March 2023**

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist Principal in providing ample resources, mentorship, and opportunities for professional development for staff; utilize appropriate written feedback, in-person meetings, evaluation tools, and other formal mechanisms to hold staff accountable for academic outcomes, including benchmarks such as i-Ready, goals, and timelines for improvement.
- Assist the Principal in serving as curriculum and instructional leader of the school.
- Assist the Principal in the ordering of curriculum, furniture, technology, and other school supplies after reviewing this with the Regional Vice Presidents.
- Assist the Principal in promoting the mission, vision, and philosophy of the school and FORZA Education Management with parents, students, and staff.
- Assist the Principal in promoting academic progress, instructional effectiveness, special education compliance, parent satisfaction, and student enrollment at the school.
- Assist the Principal in holding regular, well-planned, meaningful staff meetings a minimum of once per month, and submit staff meeting agendas to the Regional Vice Presidents on a monthly basis.
- Maintain regular, summer office hours, attend parent information meetings regularly, actively recruit families for enrollment in the summer and during the school year, and does not hold down a full-time or part-time summer job.
- Must attend and actively participate in IEP meetings and sign all required documents. If unable to do so, the Principal must designate another qualified representative.
- Responsible for maintaining an accurate inventory of all curriculum materials, office supplies, books, desks, chairs, overheads, janitorial supplies, equipment, etc.
- Hold staff and students accountable for missing textbooks, damaged school property, lost

equipment, etc. Charge replacement costs and invoice those responsible for lost or stolen items.

- Report directly to the Principal and Regional Vice Presidents any inquiry from the media, including newspaper, TV, radio, etc.
- Assist the Principal in holding fire, safety, tornado, lockdown, and other practice drills, in conjunction with District requirements.
- Assist in reviewing with staff the school's lockdown and safety policies at least annually, and provide blueprints, plans, etc.
- Assist the Principal in enforcing drop-off and dismissal traffic patterns with parents, staff, and transportation drivers to ensure student safety at all times.
- Report directly to the Principal all legal infractions that should be reported to appropriate law enforcement officials and the Regional Vice Presidents.
- Assist the Principal in reporting any and all suspected cases of child abuse or neglect immediately to appropriate law or children's services officials and the Regional Vice Presidents.
- Report retention concerns to the Regional Vice Presidents at least 30 days prior to the end of a school year.
- Attend all or most parent informational meetings
- Assist the Principal in holding the school theme program in high esteem as the theme of the academic program and ensure staff do the same.
- Assist the Principal in keeping the school in the State of Florida academic report card status of at least a "C" or higher annually.
- Two weeks off (10 business days) during schools' summer break, subject to approval by the Regional Vice Presidents.
- Read and understand all policies outlined in the staff handbook and student handbook/code of conduct.
- Other duties as assigned by the Principal or FORZA Education Management personnel.

DAILY DUTIES AND RESPONSIBILITIES:

- Follow all prescribed Board policies faithfully
- Hold instructional staff accountable for high student achievement.
- Follow the prescribed staff dress code and enforce the dress code with staff.
- Assist the Principal in maintaining the building at acceptable levels of cleanliness.
- Take the lead role in student discipline.
- Adequately maintain all suspension and disciplinary records in student files; organize all appropriate forms, and meet with parents when necessary.
- Enforce student dress code/uniforms policy.
- Follow the student code of conduct and enforce student code of conduct policies, staff code of conduct policies, and disciplinary procedures among students and staff in consultation with the Principal.
- Report all incidents of serious nature to the Principal first.
- Follow the outlined transportation procedures in the Student Handbook
- Maintain student and staff confidentially at all times; refrain from "gossip"
- Assists the Principal in maintaining all keys, passwords, and any sensitive information pertaining to school security.
- Assist in the maintenance of the inventory of all issued computers, laptops, printers, copiers, and

other equipment in a reasonable manner.
- Enforce all policies and procedures approved by FORZA Education Management and the Board of the school.

WEEKLY DUTIES AND RESPONSIBILITIES:

- Prepare and publish via email the parent school newsletter weekly. Be sure to check accuracy, grammar, and punctuation with the Principal or designated personnel.
- Assist the Principal in reviewing teacher lesson plans AT LEAST BI-WEEKLY and provide written feedback on lesson plans to ensure that all teachers are following a curriculum map in each subject and teaching to State Standards.
- Review data and meet with grade-level teams for data chats at least bi-weekly.
- Maintain data from various benchmark testing used by the school such as iReady, etc.
- Hold all custodial staff accountable for general maintenance and cleanliness of the building by signing off weekly custodial checklists.
- Maintain substitute teacher list and be responsible for finding substitutes as needed by teachers.

MINIMUM REQUIRED QUALIFICATIONS:

- Master's degree preferred but not required to apply.
- Must be enrolled and active in a master's degree program by the time of hire.
- Must have at least 3 to 5 years of experience as a teacher.

NORTH RIVER CHARTER ACADEMY

Attachment P
Dean of Students
Job Description

Position	Reports To	Position Type
Dean of Students	**School Principal**	**Salary / Exempt**
Work Schedule	**Salary Schedule**	**Last Updated**
10-Month Position	**Performance-Based Schedule-Set Annually**	**March 2023**

Major Function:

The Dean of Students will collaborate with the Leadership Team to instill a climate in the School that is conducive to student learning emphasizing mutual respect and safety. The dean will apply specialized expertise in the enforcement of the School's provisions regarding the maintenance of discipline and attendance within the school. Finally, the dean will plan and coordinate safety and security measures as well as supervise the maintenance and cleanliness of the School facilities to meet state statutes and codes.

Qualifications:

- An earned Bachelor's Degree (or higher) from an accredited college or university.
- A Master's Degree or enrolled in a Master's Degree program from an accredited college or university.
- Valid Florida Educator license/Certification Certificate required.
- A sustained record of outstanding academic results; and
- Three or more years of teaching experience (preferred) with exceptional results; and
- Successful results of criminal and employment background check
- Effective instructional delivery techniques and excellent communication skills
- Adherence to the requirements of the Code of Ethics for the Education Profession

Essential Duties and Responsibilities:

- Enforce and reinforce student conduct consistent with school policies as well as state

statutes.

- Understand and apply the due process in a considerate and dignified manner.
- Able to promote high expectations, demonstrate a caring attitude, and establish an environment that supports high achievement in students.
- Uses positive and productive techniques for improving student behavior.
- Reports regularly to parents using a variety of strategies and is responsive to parental concerns.
- Enforces school rules manage student behavior and maintain accurate records of student attendance, conduct, and academic performance records.
- Assists the Leadership Team in the development and implementation of the school's safety plan which includes the crisis management/emergency response plans.
- Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.
- Performs a variety of administrative duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and Assistant Principal.
- Assists the Administration in providing instructional leadership to the school.
- Supervises and evaluates the performance of designated certificated and/or classified personnel; assign duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff.
- Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints.
- Lead, organize, manage, and supervise all maintenance and custodial operations of the school in compliance with all applicable federal, state, and local laws and regulations.
- Actively participates as a team member during meetings with faculty, staff, and administration in reaching educational goals.
- Must be enthusiastic, flexible, and committed to students reaching high learning standards.
- Demonstrate excellent oral and written communication skills and the ability to communicate effectively with a diverse group of colleagues, students, families, and community members.
- Demonstrate strong skills in partnering with families and being a team player. Commit to meeting the needs of the school, students, families, and communities.
- Maintain excellent time-management skills, attention to detail, and a strong, regular personal attendance record.
- Participates in interviewing, selecting, hiring, and supervising personnel involved with a variety of student activities.
- Attends meetings of parents and other groups; may provide supervision for afternoon and evening activities.
- Works with the Principal to establish a safe and secure learning environment for students. Develops plans for emergencies in collaboration with other administrators,

staff, and public safety agencies;
- Prepares and maintains a variety of district, county, state, and federal records and reports; directs preparation of records and reports by staff.
- Participates in administrative meetings and training to improve administrative skills; maintains current knowledge of the school's adopted curriculum.
- Performs other duties as assigned.

Skills and Traits:

- The Dean of students possesses strong decision-making, interpersonal, and communication skills as they are responsible for collaborating with staff members and teachers from various departments to plan short or long-term plans for student behavior and attendance.
- Dean of students can define problems, collect data, establish facts, and draw valid conclusions.
- An energetic and positive approach to responsibilities.
- Drive to attain results; proven experience and effectiveness in improving student achievement in the classroom and/or school.
- Has a positive attitude; demonstrates compassion.
- Self-motivated; able to accept criticism and grow as a result
- Strong communication and organizational skills.

Physical Demands:

- Hear and speak to make presentations, and exchange information in person and on the telephone.
- Communicate so others will be able to clearly understand normal conversation.
- Dexterity of hands and fingers to operate a computer keyboard and manipulate paper.
- See to read, prepare documents and reports, and observe students.
- Able to return to a task after interruption.
- Sit or stand for extended periods of time, in both indoor and outdoor environments.
- Stamina to work a full day and then supervise evening events or attend meetings.
- Work at a desk, conference table, small student classroom table, or in meetings in various configurations.
- Kneel, bend at the waist, and reach overhead above the shoulders.

Salary and Benefits:

Salary is based on educational level, certification(s), and years of experience. Employees will be contracted annually. Contracts will be renewed according to evaluations and staff interest. Health benefits (medical & dental) and a retirement plan 401(k) are offered to full-time staff.

Background checks will be conducted on all school staff before they serve as employees - equal opportunity employers. We evaluate all applicants without unlawful consideration of race, religion, age, color, sex, national origin, disability, veteran status, sexual orientation, or any other basis prohibited by applicable law.

ATTACHMENT Q

Job descriptions and qualification requirements for school's teachers

NORTH RIVER CHARTER ACADEMY

ATTACHMENT Q
JOB DESCRIPTION
TEACHER

Position	Reports To	Position Type
Teacher	**Principal**	**Salary**
Work Schedule	**Salary Schedule**	**Last Updated**
10 Month Position 7:30 am – 4:00 pm	**Bi-weekly**	**March 2023**

MAJOR FUNCTION:

Instructional position responsible for students in a group or class in an innovative charter school. The instructional leader is expected to understand and demonstrate the use of the school's curriculum, student instruction, and assessment to maximize educational achievement for all students; work collaboratively to ensure working and learning climates for all students that are safe, secure, and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Maintain all required certifications, licensures, background checks, etc., current
- Keep classroom free of chaos; maintain high standards of cleanliness, organization, safety, and clutter-free
- Submit lesson plans on the school template to the Principal, Dean, or Director as required
- Be mindful of students with disabilities; properly implement goals and objectives for all students with active IEPs, BIPs, or 504 Plans to the fullest extent possible
- Work closely with Intervention and Title staff to ensure consistency of academic and/or behavioral service delivery for students with disabilities or students receiving Title services
- Maintain appropriate and accurate inventory of student textbooks, teacher manuals, curriculum, supplies, furniture, and other school materials and resources. Notify the office staff if any material is missing so parents may be invoiced for replacements
- Hold scheduled parent/teacher conferences at school prescribed times
- Stay abreast of latest requirements in education and special education to the best of your ability
- Attend all required staff in-services or professional development days
- Clearly post the classroom expectations in your classroom

- Ensure that all appropriate field trip forms are signed, dated, and turned into the office with appropriate written consent from parents for every child attending the field trip
- Ensure that parents/volunteers sign in and out at the front office and maintain a pass
- All correspondence to parents, students, in the school newsletter, to staff, etc. must be grammatically correct and free of spelling or punctuation errors; if unsure, consult a dictionary
- Any contacts from news media, i.e. newspaper, television, radio, etc. must be immediately referred to the Principal and Superintendent; never conduct an interview on your own
- Immediately report any and all cases of suspected child abuse or neglect to the Superintendent, Principal, law enforcement, and Children's Services agencies
- Maintain confidentiality of student records at all times and keep all student records locked
- Be an active participant in all IEP, 504, etc. meetings for any students in your classroom who are being evaluated for special services; come fully prepared for those meetings with all required documentation, including student work, curriculum-based measures, behavioral documentation, etc.
- Choose only educationally related field trips, films, videos, or DVDs for students and use them sparingly only as a supplement to a specific lesson
- Do not give out personally identifying information to students i.e. cell phone number, home phone number, address, etc.
- Make your own copies, overheads, etc.; do not rely on the office manager or students to perform those functions; be sure to make them well ahead of time to avoid lines at the copy machine at the last minute
- Maintain all keys, computers, equipment, etc. in a safe and efficient manner
- Send home a fully executed incident report for any student who falls, hurts themselves, or is injured in any way within 24 hours of the incident
- Do not leave the building without signing out
- Read and understand all policies outlined in the staff handbook and student handbook/code of conduct
- Other duties as assigned by Superintendent, Principal, Assistant Principal, or management staff

DAILY DUTIES AND RESPONSIBILITIES:

- Report to the classroom no later than 7:30 a.m.
- Follow the required dress code for teachers
- Require and enforce that students follow the school dress code
- Assist with after-school/lunch duties as required by the Principal
- Faithfully implement all instructional methods as prescribed by the school
- Follow all prescribed Superintendent, Principal, or Board policies faithfully
- Maintain an interesting, inviting classroom; provide interesting, stimulating instruction that is well thought out and planned
- Delivery high-quality instruction
- Maintain high levels of classroom management
- Supervise students; never leave students unattended or unsupervised by an adult
- Drop off and pick up students for fitness or other activities in a timely matter
- Use the assigned curriculum and state test materials if applicable
- Work collaboratively with all consultants to the school or organization
- Assess students and collect data

MINIMUM REQUIRED QUALIFICATIONS:

- Teachers must have a bachelor’s degree and currently hold appropriate certifications

ATTACHMENT R

Personnel policies

NORTH RIVER

CHARTER ACADEMY

Employee Handbook

202X – 202X

North River Charter Academy Board of Directors
Mark McCabe, President
Frank Zhou, Vice President
Gwen Dapore, Board Secretary

North River Charter Academy Administration
TBA, Principal
TBA, Assistant Principal

FORZA Administration
Charles Malatesta, CEO
Jose Rubio, Regional Vice President
Will Staros, Regional Vice President

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Welcome!

FORZA/NRCA Faculty and Staff recognize the individuality and potential for all children to succeed. Thus, we respect the individual needs of all children, while fostering a caring, creative environment that emphasizes the social, emotional, physical, and intellectual development of each child.

FORZA Education Management LLC

FORZAedu.com

About the Handbook

The North River Charter Academy Employee Handbook establishes the general policies, procedures, and conditions governing NRCA's employees. This Handbook complies with the terms of the charter contract, as well as applicable state and federal laws. Moreover, to the extent the contents of this Handbook conflict with the terms of any employee's employment contract, the terms of the employment contract will control.

Section 1: School Information

1. A. About North River Charter Academy

North River Charter Academy (NRCA) is a Florida non-profit corporation. NRCA has a contract with the School Board of Manatee County, Florida, to operate a charter school in Manatee County. The NRCA Board of Directors has final authority to conduct oversight and set policies and procedures for NRCA. The Principal of NRCA is responsible for day-to-day operations and employment decisions.

Mission of North River Charter Academy

The Mission of North River Charter Academy is to provide a challenging, innovative, and authentic learning environment for all students that fosters curiosity, creativity, and critical thinking through a hands-on learning approach that focuses on the STEAM disciplines in a school environment where every child feels welcomed. Our students will develop key skills such as collaboration, problem solving, and leadership that will inspire them to become lifelong learners and prepare them to solve real-world problems using their knowledge and skills.

Vision of North River Charter Academy

The vision of North River Charter Academy is to establish a student-centered and nurturing learning environment that actively engages all students in their learning and leads them toward achieving their maximum potential both academically and personally. Our vision is that each child will develop socially, emotionally, physically, and intellectually through the care, guidance, and support provided by our staff.

Section 2: Nature of Employment

2. A. Introductory Period

All new and rehired employees have a probation period for the first 90 calendar days after their date of hire. Any significant absence will automatically extend an introductory period by the length of the absence. If NRCA determines that the designated probation period does not allow sufficient time to evaluate the employee's performance, the introductory period may be extended for a specified period. Upon satisfactory completion of the initial introductory period, employees enter the "regular" employment classification.

During the initial introductory period, new employees are eligible for those benefits that are required by law, such as workers' compensation insurance and Social Security. After becoming regular employees, they may also be eligible for other NRCA provided benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements.

The principal assigns teachers and staff to specific positions within NRCA. **Assignments are**

subject to change if deemed necessary by administration.

2. B. Personnel Files

NRCA maintains a personnel file for each employee and is property of NRCA. This information is confidential and includes, but is not limited to, medical records, educational records, employment records, financial or pay records, and any other private information about the employee. All personnel files are public records and are subject to State of Florida public records law. NRCA may forward copies of any documents contained in employee files upon request of a specific governmental agency or the employee. Employee files will be kept for a minimum of five years, or longer if required by Florida law, and may be kept in storage indefinitely at the call of the Principal.

It is the employees' responsibility to notify the school of any updates about the employee's personal information. The employee may be asked to provide original documentation authorizing the updates. In addition, employees must provide NRCA with an emergency contact number and medical insurance information if their policy is different from the NRCA health policy.

2. C. Equal Employment Opportunity

Equal employment opportunity is afforded to all employees, and applicants for employment, based on their demonstrated ability and competence without discrimination based on race, color, religion, sex, sexual orientation, pregnancy, national origin, age, disability, and veteran status. NRCA adheres to the Federal requirements of the Rehabilitation Act of 1973(with all of its amendments), the Americans with Disabilities Act, the Civil Rights Act of 1964, Executive Order 11246, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1975, Executive Order 11141, the Title IX of the Educational Amendments of 1972, the Immigration Reform and Control Act, the Vietnam Era Veterans Act of 1974, and all other applicable State and Federal laws.

2. D. Disability Accommodation

NRCA complies with all applicable provisions of federal, state, and local laws prohibiting discrimination based on disability. It is NRCA's policy not to discriminate against any qualified employee or applicant concerning any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, NRCA will provide reasonable accommodations to a qualified individual with a disability who has made NRCA aware of his or her disability, and if such accommodation does not constitute an undue hardship on NRCA. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the principal.

2. E. Immigration Reform and Control Act

NRCA complies with federal immigration laws and does not knowingly hire or continue to employ anyone who does not have the legal right to work in the United States. As an ongoing condition of employment, employees will be required to provide documentation verifying identity and legal authority to work in the United States.

2. F. Employment of Minors

The terms and conditions of a minor's work permit, as well as the provisions of state and federal law, restrict the employment of minors.

2. G. Employment of Relatives

Due to the potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can affect the daily working relationship, NRCA will hire relatives of persons currently employed only if candidates for employment will not be working directly for or supervising a relative. If a conflict or potential for conflict arises between relatives (even if there is no supervisory relationship), NRCA has the right to reassign or terminate the employees. This restriction on employment of relatives is in accordance with Section 1002.33(24), Florida Statutes, relating to the employment of relatives by charter school personnel. For the purposes of this policy, a relative is any person related by blood or marriage, or whose relationship with the employee is similar to that of persons related by blood or marriage.

2. H. Background Checks & Fingerprinting

NRCA reserves the right not to hire or retain anyone who has been convicted of a criminal offense. All employees of NRCA are required to submit fingerprints for a complete background check. Employment at NRCA is contingent on the results of this background check and employment may be terminated based upon the results. The individual seeking employment will pay the cost of fingerprinting.

Employees are required to report an arrest or conviction for any criminal violation within twenty-four (24) hours of the date of the arrest or conviction. Employees who fail to report an arrest or who are convicted of any such violation shall be subject to disciplinary action up to and including termination. Conviction of a crime that involves dishonesty may result in an automatic termination of employment. Before any decision is made, the nature of the crime and circumstances surrounding the conviction will be considered, which can cause termination.

2. I. Drug Free Workplace

2. I. 1. Drug Use

NRCA is a drug free workplace. All employees may be subject to random drug testing at any time. Prospective employees may also be required to submit to drug testing. While on NRCA's premises and while conducting business-related activities off NRCA's premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs on the property is only permitted if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner, that does not endanger other individuals in the workplace.

2. I. 2. Medical Marijuana Policy

The school is a drug free workplace. As such, the School does not allow its employees to consume marijuana before, during, or after school hours based upon a medical marijuana exception.

2. I. 3. Tobacco Use

In keeping with the intent of NRCA to provide a safe and healthful work environment, and in compliance with the Florida Clean Indoor Air Act, smoking is prohibited anywhere on campus. This policy applies equally to all employees and visitors.

Violations of these policies may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

2. J. At-Will Employment

Except as NRCA has otherwise expressly agreed in writing, employment is at will. It is with mutual agreement between NRCA, and all employees that employment is subject to termination at the will of either party at any time, with or without cause after giving proper notices as indicated in the respective employee's employment contract.

2. J. 1. Employment Termination

NRCA may terminate an employee at any time without notice and without cause and may schedule an exit interview at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to NRCA, or return of NRCA-owned property. The employee may also voice suggestions, complaints, and questions. Upon termination, the employee must return all NRCA property and documents, including, but not limited to, all keys, logins, passwords, student's grades, and student work.

2. J. 2. Employee Resignation

Resignation is a voluntary act initiated by the employee to terminate employment with NRCA. Although advance notice is not required, NRCA requests 30 days written notice from all employees. Prior to an employee's departure, an exit interview may be scheduled to discuss the reasons for resignation, and the effect of the resignation on benefits.

2. K. Employee Relations

NRCA strives for the best possible work environment. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their principal. The principal encourages straightforward discussion on a one-to-one basis that is beneficial to the productive work environment for the best interests of students and employees.

2. L. School Culture

Maintaining a positive School culture is vital for our organization to flourish. Refraining from gossip and negative interactions with other employees, parents and students is critical in order to set the tone for our organization.

2. M. Employee Grievance Resolution

The school supports voluntary resolution of work-related conflicts, problems, and concerns. It is a firm belief of the school that most issues can be handled quickly and appropriately to everyone's satisfaction. To address concerns at the root level, employees should bring their work-related concerns to the Principal as soon as possible. If the grievance concerns are unable to be resolved with the Principal, the employee may then submit a written grievance to FORZA Education Management. If the grievance is still unresolved after meeting with FORZA Education Management, the employee may submit a written grievance to Governing Board for consideration.

2. N. Parent Grievance Resolution

The "Parental Rights in Education" law, also known as House Bill 1557 (2022), sets forth specific procedures for complaints or disputes falling into those categories detailed in Section 1001.42(8)(c)1.-7., Florida Statutes, and on the "Parental Request for Appointment of a Special Magistrate" form published by the Florida Department of Education and available here: https://info.fldoe.org/docushare/dsweb/Get/Document-9669/dps-2022-158b.pdf. This includes any complaints or disputes related to the following:

- Concerns over procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student.
- Concerns related to any school policies or procedures that are perceived to discourage or prohibit parental notification of and involvement in critical decisions affecting their student's mental, emotional, or physical health or well-being.
- Concerns over classroom instruction related to sexual orientation or gender identity, which is prohibited in grades K-3 and must be age-appropriate for all other grades.
- Concerns over student support services training developed or provided to school personnel that is believed to be out of compliance with guidelines, standards, and frameworks established by the Department of Education.
- Concerns over parental notification at the beginning of the school year about healthcare services offered by the School, including the ability to opt-out or withhold consent for any such services.
- Concerns over whether the School provided a well-being questionnaire or health screening form to the parent and sought their permission before it was administered to the student. This only applies to students in grades K-3.

Parents and guardians have the right to notify the Principal of any concerns related to the above

areas. The Principal or designee must provide a response to the parent within seven (7) days of receiving the complaint. If the dispute cannot be resolved by the Principal or designee within seven (7) days, the parent may present the dispute to the School District. The School District must attempt to resolve the dispute within thirty (30) days. If the School District is unable to resolve the dispute, a parent may request the appointment of a special magistrate utilizing the "Parental Request for Appointment of a Special Magistrate" form linked above. For purposes of this policy, the term "days" means business days and excludes state, federal and school holidays.

Section 3: Work Hours and Time Off

3. A. School Hours

Main Office	7:30 a.m. - 4:00 p.m.
Classroom Teachers	7:30 a.m. - 4:00 p.m.
Students	7:50 a.m. - 3:15 p.m.
Tardy Bell	8:00 a.m.
Breakfast	7:25 a.m. -8:00 a.m.
Dismissal Times	3:15 p.m.-3:45 p.m.

3. B. Attendance and Punctuality

Regular attendance is required of all employees. Employees should be punctual and arrive on time unless otherwise permitted by the principal. Any employee who is absent without approval or who is excessively tardy will be subject to appropriate disciplinary action, up to and including discharge.

3. C. Reporting Hours Worked

In compliance with the Fair Labor Standards Act (FLSA), NRCA must maintain accurate daily records of work time for all non-exempt employees. Such records must document hours worked, rather than hours scheduled to work. NRCA must also maintain records of all absences (whether paid or unpaid) from both exempt and non-exempt staff employees. All employees must report hours worked for accurate payroll purposes. All timecards must be signed to certify the accuracy of the work time reported. An employee who falsifies a time record is subject to disciplinary action, up to and including immediate termination of employment.

(Employees that paid hourly are non-exempt. Employees are "full-time" if they are exempt or work an average of 30 hours per week.)

3. D. Sign In/Sign Out and Attendance

All employees are required to clock in with their key fab when they arrive in the morning. If you leave campus at any time during the scheduled workday, you must secure permission from administration and then sign out with the front desk staff and sign back in when you return. This includes when leaving for lunch, planning period(s) or scheduled appointments. Failure to comply with sign in/out procedures may result in disciplinary action including, but not limited to, docked PTO.

3. D.1. Non-exempt employees

Non-Exempt employees must sign in when arriving at work and clock out at the end of the day. Non-exempt employees need prior approval to work beyond their scheduled hours to make up any missed time or absences and must be completed during the same pay schedule.

Lunch hours are not included in the number of hours reported as made-up time.

3. E. Work Schedules, Timekeeping and Dismissal

The principal assigns work schedules in accordance with the needs of the school and the requirements of the positions. Requests for an alternative work schedule must be submitted in writing to the principal for approval.

The school office will be open daily from 7:30 a.m. to 4:00 p.m. and student hours are 8:00 a.m.to 3:00p.m. Instructional staff are to report at 7:30 a.m. and stay until 4:00 p.m.

3. F. Meetings & School Activities

3. F.1. Meetings

All teachers are required to attend scheduled faculty meetings, team meetings, and monthly data/MTSS meetings listed on the school calendar. Please make the necessary arrangements to attend these meetings. Administration must be notified if you are not attending.

3. F.2. School Activities

Employees are also required to participate in school activities beyond the regular workday and must seek prior approval if they are to be absent. Non-exempt employees will be compensated for their attendance at required school activities.

3. G. Teacher Planning Days

NRCA provides employees with the opportunity for planning, organization, report cards, staff development, and record keeping. Teacher planning days may differ from the school district. Staff hours for planning days are from 7:30 am - 4:00 pm and teachers are required to remain at school until 4:00 pm.

3. H. Early Release Days

Early dismissal dates are located on the month-to-month school calendar and may differ from the district. On said dismissal dates, students will be released at noon. There bagged lunches will be eaten in the classrooms. Dismissal will begin around 11:45 a.m. Teachers are required to be at school until 4:00 p.m. unless otherwise notified by the administration.

3. I. Holidays

The following days have been designated as official NRCA holidays in accordance with Manatee County Public Schools calendar: New Year's Day - January 1; Martin Luther King Day - Third Monday in January; Memorial Day - Last Monday in May; Independence Day - July 4 (full week); Labor Day; Thanksgiving (full week); Winter Break - (two weeks); Spring Break (one week) and any other days as may be designated by the principal.

3. I. 1. Special Religious Holidays

Time off to observe special religious holidays may be permitted, but must be taken as accumulated PTO, or as an excused absence without pay and must be pre-approved by the principal.

3. I .2. Holiday Pay

All eligible full-time NRCA employees will receive compensation for up to eight (8) hours of work on all official NRCA holidays. To be eligible for a paid holiday, employees must have been in a pay status the last regularly scheduled workday immediately preceding, and the first regularly scheduled workday immediately following, the holiday.

3. J. Personal Time off (PTO)

Regular full-time employees are eligible for eight (8-hour) days of paid PTO, and two (2) unpaid days of PTO. PTO can be used in half or full day increments. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents and preferably scheduled 72 hours in advance with approval by the principal, except in the case of an illness or emergency. It is up to the principal's discretion to approve PTO without advance notice. Employees taking extended PTO time (in excess of 3 days) must submit a request at least two (2) weeks before the extended PTO. If an employee uses more than three PTO days due to an illness, the employee must submit a doctor's release upon return to work.

Temporary employees, part-time employees (not working the required minimum hours per week), workers paid short or long-term disability insurance, and workers being paid workers compensation are not eligible to receive PTO.

It is preferred that employees **do not** take PTO the day before or after a paid holiday or non-student day, on staff development days, or on early dismissal days.

Faculty members may use PTO time during their planning period. An approved PTO form must be submitted and approved by the principal at least 72 hours prior to the date. The use of time during a planning period will be deducted from the employee's accrued PTO balance.

If you are going to be absent, it is your responsibility **to contact the assistant principal between 6:00 a.m. and 6:30 a.m.** on that day, or as soon as possible, so that a substitute can be secured in a timely manner. It is also required that you notify your team lead of your absence. If you are going to be absent the following day as well, notify admin as soon as you have that information.

3. J.1. PTO Carryover and Cash Out

An employee may not carry over PTO into the next fiscal or school year. Employees are responsible for monitoring their PTO over the course of the school year. However, classroom teachers will be paid $100 for every 8 hours of PTO not used during the school year, up to $400, and paid at the end of the school year.

3. K. School-Related Business

Any school-related business leave (SRB) must be requested in writing at least seventy-two (72) hours prior to the date being requested and must be approved by the principal. No PTO will be deducted for time used for school-related business.

3. L. Family and Medical Leave

It is the policy of NRCA to provide family and medical leave to its eligible employees. This policy complies with the requirements of the Family and Medical Leave Act (FMLA) and its implementing regulations. An employee who has worked at NRCA for at least twelve (12) months and 1,250 hours is eligible for FMLA leave.

A leave of absence is granted by the principal for an employee to be absent from duty for a specified period with the right to return to employment upon the expiration of that leave. An eligible employee is entitled to take up to a total of twelve (12) weeks of unpaid FMLA leave in a 12-month period, to be measured backward from the commencement date the employee uses FMLA leave. An eligible employee taking leave under Section (2) (f) shall be permitted to take up to 26 workweeks of leave in a twelve (12) month period and can be taken consecutively, intermittently (take a day periodically when needed over the year), or, under certain circumstances, used to reduce the workweek or workday, resulting in a reduced hour schedule. Employees are required to use any accrued PTO before any starting FMLA leave. Any such paid leave taken will be counted towards the allowable twelve (12) weeks of FMLA leave.

3. L.1. Maintenance of Group Medical Insurance

While an employee is on leave, NRCA will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work. If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the company will require the employee to reimburse the company the amount it paid for the employee's health insurance premium during the leave period. While on paid leave, the employer will continue to make payroll deductions to collect the employee's share of the premium. While on unpaid leave, the employee must continue to make this payment, either in person or by mail. The payment must be received by NRCA by the 1st day of each month. If the payment is more than fifteen (15) days late, the employee's health care coverage may be dropped for the duration of the leave. The employer will provide fifteen (15) days' notification prior to the employee's loss of coverage.

3. L .2. Requesting FMLA Leave

Employees needing FMLA leave must attempt when reasonable to schedule their leave to minimize disruption to NRCA’s operations. All employees requesting FMLA leave must provide verbal or written notice of the need for leave to the principal. When the need for

the leave is foreseeable, the employee must provide the employer with at least thirty (30) day's notice. When an employee becomes aware of a need for FMLA leave less than thirty (30) days in advance, the employee must provide notice of the need for the leave either the same day the need for leave is discovered or the next business day.

3. M. Return to Work and Accommodation Procedure

Prior to returning to work following hospitalization or medical leave, written authorization from the employee's healthcare provider is required. Please note that an employee may not return to work without first submitting a written authorization from a healthcare provider that states that the employee is able to work, listing any restrictions on normal duties. If an employee comes to work without providing the required documentation, the employee will be sent home until she/he provides medical certification that they have been cleared/authorized to return to work.

Upon return from FMLA leave, an employee will be reinstated to the same or an equivalent position. An equivalent position is one that is virtually identical as far as pay, benefits, and other working terms and conditions, and must involve the same or substantially similar duties and responsibilities. An employee who takes leave under this policy may need to provide a fitness for duty clearance from a health care provider stating that the employee is able to resume work.

3. N. Bereavement

Full-time and part-time employees will be eligible for paid Bereavement Leave Time. Full-time employees will receive up to five (5) days of pay and part-time will receive a prorated amount based on their work schedule. This leave is to arrange and/or attend the funeral of an immediate family member. Immediate family for the purpose of this policy is defined as the employee's grandparents, parents, legal spouse, mother-in-law, father-in- law, brother, sister, or child. Employees who require more than five (5) days away from work may use PTO for additional needed time. An Absence Request Form must be submitted for each absence due to death in the family.

3. O. Jury Duty

Jury Duty time off work shall not count against the employee's PTO. Upon completion of jury duty, a Verification of Attendance Form must be presented to NRCA. Employees who are excused from jury duty for the day, or are excused early, should report to work when it is practical to do so. If an employee is called to serve on jury duty at a time that would unreasonably interfere with normal educational and business operations, he or she may request that the required service be rescheduled for a later date.

3. P. Substitute Teacher/Reporting an Absence Procedure

Once the request for PTO is approved, a substitute teacher or internal coverage will be secured by the Principal or designated employee. If calling in sick, faculty shall call the Principal or designated employee, or leave the Assistant Principal or designated employee a voice message or text message if the Principal or the designated employee does not answer. Should a faculty member fail to comply may result in disciplinary action. If NRCA cannot secure a substitute, then teachers will

be assigned to cover internally. Upon return to work, it is the employee's responsibility to record the days used on the PTO form.

3. Q. Emergency Contact Information and Emergency Phone Tree

An emergency contact form for each staff member must be completed and kept on file in the office. In the event of an emergency, the designated individual will be contacted.

Emergency Phone Tree:

Each faculty and staff member will receive an emergency phone tree. The Executive Director, Principal, or Assistant Principal will contact the team facilitators, and they will in turn contact their team members. If unable to reach a team member, keep trying until everyone is contacted. If you are unable to reach the person below you, leave a message, and contact the next faculty or staff member below that person.

Section 4: Compensation and Benefits

4. A. Compensation

All employees will be compensated in accordance with the terms of their employment contract, or, the pay rate agreed to between NRCA and the employee. All employees at NRCA are paid bi-weekly.

4. B. Payroll

NRCA is required by law to make certain deductions from each employee's wages, including for federal income taxes, Social Security, and Medicare. There may be additional deductions for contributions to a retirement plan. Employee payroll funds will be deposited directly to a bank or other financial institution specified by the employee on an appropriate Direct Deposit form. All employees are required to participate in the direct deposit program.

4. C. Employee Benefits

NRCA offers its employees several benefits after 90 days of employment. currently offers the following benefits to eligible employees.

- Health Insurance
- Life Insurance
- Short and Long Term Disability
- Retirement Plan (401k) after 12 months of employment

Some benefit programs require contributions from the employee. More information about NRCA's benefits programs are available in the NRCA Benefits Packet. New employees should contact the Principal or the Principal's designee for enrollment questions and information prior to commencing employment.

4. D. Expense Reimbursement

NRCA will reimburse employees for reasonable preapproved expenses incurred in connection with the performance of the employee's professional duties. The employee must request reimbursement in advance of incurring the expenses and receive approval. Receipts or other proof must be submitted within thirty (30) days of incurring the expense. Preapproved trips and related expenses will be reimbursed by the school based on either a specified mileage rate or actual cost including rental vehicle cost. The reimbursement method will be determined by the administration in advance. Reimbursable expenses must be personally incurred by the employee. Expenses for a spouse or other individual accompanying the employee are not reimbursable.

4. E. Wage Garnishment

If an employee's wages are garnished by court order, NRCA is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. However, NRCA will honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount

that may be garnished from an employee's paycheck. A fee may be charged per check written to cover the administration of the above, if permitted by the judgment of garnishment.

4. F. Other Benefits

4 .F.1. Worker's Compensation

NRCA provides comprehensive workers' compensation to all employees. This program covers any injury or illness, as defined under Florida law, sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period, or immediately if the employee is hospitalized.

Any accident that occurs while an employee is at work and is work-related MUST be reported to the principal immediately. Directions will be given regarding the proper procedure to follow if medical assistance is required. Even if medical assistance may not be required or anticipated, all the necessary forms must be completed at the time of the accident. Please take all precautions to ensure your safety and avoid injury.

Neither NRCA nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary attendance in any off-duty recreational, social, or athletic activity sponsored by NRCA.

4. F.2. Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under NRCA's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment not due to cause, or death of an employee, a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at NRCA's group rates plus an administration fee. NRCA's COBRA carrier will provide each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under NRCA's health insurance plan. The notice contains important information about the employee's rights and obligations.

Section 5: Accounting and Finance

5. A. Guidelines for Handling School Funds

As a teacher and/or sponsor of a particular extracurricular school club or activity, it may be necessary for you to collect and receive money from students in your classes or extracurricular club/activity.

Before any money is solicited from students or parents, the Principal must give formal approval of the activity.

The following are the School's policies that must be adhered to when handling these monies:

1. Written receipts should be prepared in duplicate and a copy issued to the individual from whom monies over $5.00 are received.
2. Teachers and sponsors are responsible for keeping duplicate receipt copies and turning them in to the front office when funds are submitted for deposit. Receipts should be accurate and filled out completed (name, date, and amount). If a mistake is made in preparing a receipt, both copies are marked "VOID", and a new receipt should be made.
3. Report any stolen or missing funds in writing to the Principal as soon as it is discovered. Keep a copy for your records.
4. On a regular basis, check the status or balance of your account/fund and report in writing to administration any suspected discrepancies. Account information is available upon request from the Director of Student and Personnel Services. No checks shall be drawn on a school fund account without a balance sufficient to cover the check request or without proper authorization.
5. All monies collected should be turned into the front office by the end of the school day.

5. B. Cash, Checks and Credit Cards

NRCA discourages cash payment. Besides checks and money orders, Pro-Care can accept credit cards. For most fundraisers, and Summer Camp, NRCA opens a PayPal account enabling the school to swipe credit cards.

It is the responsibility of the classroom teacher to collect all money and/or checks during homeroom and place said funds in the office envelope, which is sent to the main office. Teachers may not hold cash in their room for any reason. Monies collected must be labeled with the students' FULL name and purpose of payment.

5. C. Tax Exemption

All school entities are exempt from state sales tax. The documentation is available upon request from the front office. All purchasers should provide this information to vendors at the time of purchase and do what is feasible to ensure that they are not paying state sales tax on purchases. The tax exemption is for school approved purchases only.

Section 6: Students and Parents

6. A. General

It is the goal of NRCA to ensure that employees act in a positive and professional manner at all times with respect to students and parents/guardians.

6. B. Student Handbook

All teachers and staff are expected to review, understand, and implement all student policies and procedures contained in the NRCA's Student & Parent Handbook. If teachers or staff members are unclear about any of its provisions, please see the Principal or designee for further clarification.

6. C. Grades- Gradebook, and Report Cards

Accountability and Tracking:

NRCA's Accountability Plan must provide information needed to measure and track the school's progress toward its goals, make program adjustments when needed, and report to parents, the community, and the chartering Authorizer on performance and progress.

It is the intent of NRCA that all Kindergarten through 6th grade students become proficient in reading, writing, math, science, social science, and the Specials each year at, or above, their grade level. Moreover, that the students will make progress towards NRCA' achievement standards in preparation to meet or exceed the Florida Standards as tested on the Florida Standards Assessment (FSA) instrument that is administered to all 3rd through 6th grade students. In addition, all grade levels will achieve mastery of the Florida Standards as monitored by the SAT 10 and i-Ready Tests for reading and math. Pre, Interim, and Post Tests will be used as a quarterly benchmark in monitoring each student's learning gains throughout the school year. The results obtained, utilizing the above evaluative and monitoring tools, will generate the "**evidence of facts"** that will present the annual NRCA **"snapshot"** to the school community, Manatee County, and the Florida Department of Education. The use of FOCUS will be the monitoring tool used for tracking the student's mastery of standards.

It is **MANDATORY** that all teachers use these monitoring tools as they will drive the curriculum even to the point of the teachers' lesson plans. These monitoring devices will ensure that teachers are addressing all the content that they need to teach throughout the course of the school year, especially before the FSA is administered.

Teachers are required to have two grades per week, and updated grades posted by Friday 4pm of each school week. Please keep gradebooks current and collect enough information to back up your quarterly grades. **Rule of thumb: At least one evaluation grade should be recorded per week, not including other classwork or homework.**

Report Cards:

NRCA and Manatee County Public Schools will use the FOCUS System for Attendance and Grade Reporting. Parent/Student Portal access will be made available for online tracking of

student assignments.

When a report card goes home, it represents the teacher as well as the school. Many parents will judge the effectiveness of the school and the teacher by this report, ergo, each teacher must take great care with such details as: spelling, punctuation, handwriting, grammar, sentence structure and neatness. Moreover, comments must be phrased in a positive manner.

Teachers must:

- Be objective, fair, kind, and accurate.
- Consider the child's growth in knowledge, skill, general abilities, attitudes, and achievement.
- Use language that parents will understand.
- Make positive and constructive comments.
- Note if a conference needs to be scheduled.
- Recommend and document if after school tutoring if warranted.
- **Make sure a, "possible retention letter" is sent with the report cards by the 2nd and no later than the 3rd 9 Weeks grading period for any student who is in danger of failing.**
- Document each student's status of being promoted or retained on the final Report Card.

Be prepared to justify and explain a grade that the student earned (be ready to back up the report card grade with your documented grades, coupled with any data you have on the student). If you anticipate that a child may receive a failing grade for the semester, you must note that on the report card with the phrase "in danger of failing" or "possible retention." The teacher should communicate with parents whose children are in danger of failing prior to report cards being issued so there are no surprises!

NRCA' goal for every student is that they become proficient in ***all*** Florida Standards for their grade level by the end of each school year to be successful in their future school experience. K-6 students will receive three different reports each nine-week grading period: i.e. **Report Card**, and **Student Assignment Completion Report.**

Manatee County Grading Scale 6th- 8th Grades:

A 90-100% Outstanding Progress
B 80-89% Above Average Progress
C 70-79% Average Progress
D 60-69% Lowest Acceptable Progress
F 0-59% Failure
NO "+" or "-" are to be given.

Assignment Percentages - K-2

5% Homework
5% Participation
30% Assessments/Projects

60% Classwork

Assignment Percentages - 3-5
10% Homework
5% Participation
30% Assessments/Projects
55% Classwork

Assignment Percentages - 6-8
10% Homework
5% Participation
30% Assessments/Projects
55% Classwork

*Homework should not count more than 10% toward each student's grade. (This does not apply to Kindergarten students.)

Make-Up Work:

The student and teacher shall work together to make up any missed assignments, tests, homework, etc., for excused or unexcused absences, up to the specified absence limit. Immediately upon returning to school from an absence, the student shall be given two (2) days for every one (1) day missed.

6. D. Daily Attendance and Withdrawals

To fully benefit from NRCA's instructional program, students are expected to attend school regularly, be on time for classes, and satisfy all course requirements. Daily attendance MUST be completed by 8:30 AM. Attendance must be taken and submitted accurately within the student information system per period (block) each day by the teacher of record. In the absence of the teacher of record, a guest teacher will take attendance on a hard copy roster, sign the roster, and submit the roster to the front office who will enter the attendance into the student information system accordingly.

Any notification a teacher may receive from a parent regarding an absence or early dismissal must be communicated with the office when it is received.

Students are considered tardy if they come to the classroom after 8:05 AM unless Administration deems otherwise based on weather or traffic incidents.

Students may **NOT** be signed out and subsequently back into school the same day without a doctor's note.

If a child is absent three (3) days in a row, or tardy (5) or more days in a row, make the administration aware of the situation. If necessary, an official letter will be sent home at that time. Parents are required to telephone the school when a child is absent, enabling the school to denote if said absence is excused or unexcused. If a student has 5 unexcused absences in 30 days, or 10 unexcused absences within 90 days, the school will contact the parents

concerning said absences; moreover, determine if there is a pattern of truancy. If the student is absent for more than 2 consecutive days, they need to bring in a doctor's note upon returning to school, unless said absence had previously been approved by the administration.

Withdrawals:

If a parent notifies a teacher that a student will be withdrawing, the teacher should immediately inform the Main Office.

6. E. Student Records and Responsibilities

Information contained in student records is confidential under the Family Educational Rights and Privacy Act ("FERPA"). Instructional staff members and administrators are responsible for maintenance of student records in accordance with FERPA and all other federal and state requirements. Employees should only access student records when such access is necessary for the performance of their professional duties. Information contained in student education records, including grades and disciplinary information should not be shared with any other individuals or staff members unless that person has a legitimate educational interest in receiving the information or if disclosure is otherwise authorized under the law. If an employee has questions about whether certain information can be released to another individual, the employee should contact the front office.

6. F. Parent-Teacher Conferences

Faculty members are required to keep parents informed of their child's progress in school. Any student who has a D or F in class should receive parent communication within a week of the grade falling below proficient. If grade does not improve within 2 weeks, the teacher should plan a conference with the parent and student. Documentation of all phone or email conversations and meetings with parents should be kept.

The teacher and/or parent may schedule parent/teacher conferences. There will be at least **two Conference Nights** this school year. Parents will visit the school to meet with one or more teachers and said conferences will be scheduled in advance. All conferences will have a strict time-limit and teachers will, as is the norm, complete the Parent/Teacher Conference Documentation Form for all conferences. Parent/Teacher Conferences will be scheduled during Quarter 1, Student Led Conferences Quarter 3. Possible Retention Conferences will be scheduled as needed during the beginning of Quarter 4.

6. G. Policy on Parental Notification

The Administration believes that parental involvement in a child's academic and social life at school through direct, regular and timely communication is critical to the long-term achievement and success of each student at NRCA.

It is CRITICAL to communicate effectively with parents or guardians on a regular basis. All teachers are to return all emails and phone calls *within 24 hours*. Moreover, teachers must maintain a record of all parent communication by documenting phone calls, emails, or any form of communication including the attempts to communicate with a parent/guardian.

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Administration requires that all employees of NRCA who have direct involvement with the education plan of students in their charge (this includes certified teachers, paraprofessionals involved with instructional and non-instructional duties, and administrative staff whose duties directly impact students) be required to respond to parent inquiries within a 48-hour time frame unless interrupted by weekend or holiday breaks.

Parents should be notified of any disciplinary action taken within the same school day whenever possible. From time to time, Administration may elect to alter the time frame for responsiveness and parent contact should circumstances dictate that it be in the best interest of the student involved.

6. H. Communication

A copy of any printed information that a staff member seeks to distribute school-wide requires administrative approval. Information that is approved to be posted on school walls or around the building must be shared with the administrative team.

6. I. Instructional Materials and Homework Policy

Academic content taught in individual teacher classrooms at NRCA must align with the state of Florida's adopted academic curriculum, specifically the Florida BEST Standards and the Florida Benchmark for Excellent Student Thinking Standards. Further, all instructional materials and methods should align with NRCA's STEM education approach.

Homework Policy:

Homework should be ***differentiated***, a meaningful and relevant activity that reinforces school learning. It should be differentiated and match the student's individual abilities and interests to ensure the facilitation of independent, successful completion.

Homework should be an extension of the activities begun in school by the students under the guidance of their teachers and continued at home. The purpose of work that teachers would like the students to complete at home is to develop study habits in children early in their academic lives and for students to have the opportunity to share their learning with their parents. If a child does not understand their assignment after attempting to complete it at home, parents will send a note to the teacher explaining the issue.

Homework should include varied activities that reinforce the basic skills or extend and enrich concepts learned. Homework should not be utilized to introduce new concepts. Homework assignments should not be punitive in nature or require students to have specific resources such as Internet access.

Assignments should be coordinated among team members so as not to exceed the recommended amount of time devoted to homework. Homework may be given on Fridays and over long breaks; however, common sense should be the guide.

Teachers will provide regular feedback to students and parents regarding assignments. Parents should be notified when a student routinely does not complete homework. Appropriate completion of homework assignments will be reflected in midterm quarterly reports and under the Expected

Behaviors section of the report card. **Homework should not count more than 5%-10% of a student's grade (see above charts for grade levels).**

All Grades Levels: Encourage parents to read each evening with their child for a minimum of 20 minutes. If a parent reports that homework is taking an excessive amount of time, the teacher should have a conference with the parent to discuss their concerns. Amount of homework varies by grade.

6. J. Lesson Plans

Lesson plans are required and must be posted in Plan Book by 4 pm on Friday for the upcoming week. All plans **MUST** include the Florida BEST Standards in every content area. In addition, plans must denote ESOL/ESE/504 strategies along with plans for differentiated instruction.

Emergency Lesson Plans:

All teachers are required to keep five activities already run-off in their substitute folders that are to be turned into Administration for review. All emergency plans must be kept in a substitute folder and stored in your classroom. When a substitute is needed then a printed copy of the lesson plans should be provided.

6. K. Exceptional Student Education

The goal of the exceptional student education program is to provide, within NRCA, equal opportunities for the identification, evaluation, and placement of students needing this service, thus promoting their academic achievement, social awareness, and personal development within the total school community. With regard to the least restrictive environment, NRCA follows an inclusionary approach first and foremost when placing and serving students with exceptionalities.

Employees will have access to their students' 504 plans, IEPs, and EPs and will implement the plans as required in their classrooms. Teachers will be aware and knowledgeable about all students with disabilities in their classrooms and document the accommodations and implement those accommodations appropriately.

When warranted, students are referred to the Child Study Team (CST) at NRCA when teachers, counselors, or administration identify a need for evaluation.

6. L. Multi-Tiered System of Supports-MTSS

NRCA will provide multi-tiered level of supports (MTSS) to students who are performing below grade level. All teachers are required to implement MTSS in their classrooms and identify students in need of MTSS. It is mandatory that any teacher having a student that is not meeting the Florida Standards must generate a **Student Success Plan (SSPs)**. The purpose of a SSP is to identify a student's academic strengths, challenges, and provide recommendations to the parents. All recommendations for improvement must be documented. SSP forms can be found on Data Warehouse.

MTSS represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. It also may

be used to assist schools in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program (TAP 12740, Feb. 2006).

6. M. Scheduling and Administration of Exams

Semester exams shall be administered at the end of every semester in all subjects including electives. The methodology and composition of these exams should reflect the subject area, skills, and knowledge being measured.

6. N. Curriculum/Textbooks/Instructional Materials

Textbooks/instructional items shall be checked out to each teacher during pre-planning. Teachers shall be responsible for all books/instructional items checked out to them and shall see that they have accounted for all instructional items. When issuing textbooks, teachers are to implement the following procedures if textbooks are distributed:

- Assign students the textbooks/instructional materials, documenting this with using a form prepared by administration and record the book number issued. Teachers shall keep accurate record of instructional materials issued and those in inventory.
- Each teacher is responsible for collecting materials from students at the end of the year. The teacher will submit the complete documentation of all materials via the appropriate form allocated by administrative staff.
- If a textbook is lost or damaged, the student shall be required to pay for the book before another one is issued, or must replace it with a book in the same or better condition. The administration will notify parents/guardians about required payments. Collection should never be less than 50% of the purchase price.
- Failure on the part of any parent to pay for a damaged or lost book, shall deprive the student of further issuance of free textbooks. Loss of books due to theft or other circumstances shall not be accepted as an excuse for non-payment. If the book is found and returned, the bookkeeper shall make a refund to the student's parents.

6. O. Showing of Videos/Movies/Television

The purpose of showing videos/movies/television programs is to support instruction related to the curriculum at NRCA and shall align with the Florida Standards.

The following guidelines are in place:

- Any video shown in the classroom must have a clear tie to curricular objectives.
- All videos longer than 15 minutes in duration must be approved by the Principal.
- Any movie used K-5th must be rated G or PG with a parent permission slip.
- Any movie played in 6th - 8th can be rated PG without parent permission.
- Any movie rated PG-13 needs a parent permission slip.
- The Principal's approval is required prior to notice to parents.
- Parents who wish to withhold permission for their students to see movies shall not receive a grade penalty and alternate arrangements must be made for the student.

Note: "Video" include and are not limited to online videos, DVDs, YouTube videos, etc.

6. P. Discipline

All NRCA staff members are charged with the responsibility of maintaining an educationally stimulating and controlled environment within the school. Teachers hold the primary responsibility of maintaining discipline in their classrooms. In this process, teachers shall counsel students and take whatever other measures are necessary to bring about better discipline. Teachers are encouraged to make frequent contact with parents. To assist the faculty in maintaining uniformity in the general conduct of the school, certain regulations have been established which all students are expected to follow. Both the staff and parents are responsible for promoting and reinforcing positive values and behavior at our school. It is important that we, as adults, model the behaviors that we expect from our students and are necessary for maintaining an optimum learning environment.

Proximity and a consistent visible presence will dramatically curb the potential for student misbehavior. Teachers should be in the halls as students move from class to class.

Effective classroom management strategies e.g., rewards and consequences, behavior contracts, parent conferences, and guidance counseling should all be attempted and documented prior to requesting assistance from the administration. **Children may not be placed in corners, yelled at for any reason, *or placed outside the classroom for "time out."* If a student needs to be temporarily removed, please move them to a "Buddy" classroom. If a teacher needs to have a child removed from the classroom for a major infraction, please call the main office for assistance.**

Special area teachers, such as Tech, Art, Music, P.E., and Spanish, should work closely with the classroom teacher in dealing with discipline issues; however, Special area teachers are expected to maintain their own classroom management systems. Students should not be sent back to their classrooms for misbehaving during "Specials."

Discipline can be enforced for any violation occurring on school property, at school-sponsored events, and at NRCA bus stops. The teacher will send students to the main office as a last resort and only after exhausting every strategy coupled with multiple verbal warnings. All teachers must document strategies and interventions attempted if problem situations arise. If a student has or suspected to have violated the Code of Student Conduct, the teacher should contact the administration. The administration shall assist teachers in maintaining classroom discipline and enforcing school rules and regulations. All discipline shall be in accordance with the Collier County Code of Conduct.

6. Q. Activities on Campus and Classroom Parties

All activities that occur on school campus or school-related trips off campus must be approved in advance by the Principal or with ample notice given.

Any classroom parties, or any other parties on campus, **MUST** be approved by administration. Soda **may not** be served in the school at any time - only water, milk, or fruit juices are acceptable drinks. Approved parties must take place **ONLY** during the last thirty minutes of the school day, as per Federal Lunch Program guidelines. Any snacks brought to school from home should be healthy and purchased from a store. Any snack purchased for a party must come in with a student

or left at the front desk. NO PARTY DECORATIONS PERMITTED.

6. R. Extracurricular Activities

Extracurricular events are an important part of the learning experience. NRCA will have many special events for the students and school community as a whole throughout the school year. Faculty is required to attend student-centered events during the standard school day and may be required to attend certain after school events. All staff members are strongly encouraged to attend athletic events, performances, and art shows featuring the students and their work.

There will also be a number of fundraising events throughout the year. Though school personnel are not required to give, staff member attendance is very important to all of these events, as it shows that the school staff support the School's mission.

6. S. Clubs

Clubs and organizations can provide learning experiences that broaden the cultural horizon of students, supplement the formal curriculum by increasing knowledge and skills, introduce participation in vocational and technical education programs, afford constructive use of leisure time, provide services to the school and community, and promote and recognize students' academic achievements and accomplishments. The National Elementary Honor Society, National Junior Honor Society, Student Government, Girls on the Run, and Yearbook Club are currently scheduled for this year. Students can join any club that is offered. Research clearly suggests that involvement in clubs and activities is beneficial for most students. Additional clubs can be added, contingent upon student interest, coupled with securing a faculty sponsor and parent support. Permission forms must be completed and signed by a parent or guardian prior to a child participating in any club or activity. Said form must clearly state the rationale for the club, its rules, policies, and procedures.

Any teacher sponsoring a club, activity, or sport will provide the front desk with the days, times, names of students participating, and what location the activity will take place, PRIOR to the start of each session.

Additionally, the front desk will be notified immediately of any changes and staff will be required to notify the parents. Do not wait until the last minute as it is not the responsibility of the office staff to make each individual call.

6. T. Field Trips

The NRCA Board believes that field trips, both in and out of the county, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site. All teachers need to fill out the appropriate field trip forms. The forms need to be turned into the office staff for financial input before coming to the Administration. All field trips must be approved by the Principal.

The cafeteria needs a **three-week lead-time** for ordering bagged lunches, or, to process a "no lunch," request.

Field Trip Policy:

Field trips may only be requested for educational purposes that are aligned to the Florida Standards and the school's vision and mission. Please fill out the appropriate Field Trip form and follow all pertinent procedures that are required for requesting a field trip at least one month in advance of said educational experience.

Field Trip Procedures:

- All proposed field trips must be first reviewed and approved by the administration one month in advance.
- Lunch orders must be submitted and approved by the dining room manager at least 3 weeks prior to the date of the field trip.
- Any information intended for parents and students on an approved field trip must be reviewed by the Administration, before distributing to parents.
- An Authorization for Trip Form, signed by the parent, must be on file at the school for each K-6 student for them to make the trip. Medical/Emergency information on each child must be in the possession of the Teacher-in-Charge of said trip.
- Make provisions for proper supervision. Parents, with district clearance, may be permitted to assist in said supervision. One adult per ten (10) children is recommended.

Note: A student may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student has been disruptive, violated the Student Code of Conduct or failed to conform to school rules and regulations. The final decision on whether the student may participate shall be made by the Administration with documentation and input from the faculty and staff. If the student remains on campus during an assigned field trip, the teacher is responsible for making arrangements for said student who is remaining at school in another classroom. The teacher is also responsible for providing work for this student. **A portion of that work should concentrate on any Florida Standards that will be focused on during the field trip that they are missing.**

Section 7: Expectations

7. A.Certifications

All teachers are required to be certified and/or endorsed within all content areas the instructor is teaching within the stated time of employment and to complete the requirements necessary for certification or endorsement in Florida. Reappointment is in part dependent on fulfillment of all certification and endorsement requirements should the employee not already be in possession of the certification or endorsement. Each teacher should have an ESOL and ESE endorsement to be able to reapply for certification, or considered in compliance. A reading endorsement is strongly encouraged by FORZA, and now necessary to be in compliance with the FLDOE when teaching at risk students in reading. Failure to maintain the necessary certifications and/or endorsements may result in NRCA taking adverse action against the teacher, up to and including termination.

7. B. Professional Development and Evaluation

7. B.1 Professional Development, Courses and Membership

Professional Development is offered "in house," however, teachers may also register for any Manatee County Professional Development offered. For additional information and classes offered, please review the Manatee County web page. Attendance in professional development classes/courses offered at NRCA are mandatory and can be used for professional re-certification.

Where it can be demonstrated that NRCA will benefit from an employee's participation in an educational program or professional organization (in the Principal's sole discretion), a portion or all of the related expenses may be paid by NRCA. Requests for payment of expenses related to professional development be approved in advance by the Principal.

7. B. 2. Completing an Individual Professional Development Plan

Employees may be required to create a professional development plan. The purpose of a professional development plan is to identify specific learning goals and provide a structure for professional growth. Individual Professional Development plans provide tools necessary to guide employees through a continuous lifelong learning process. This process is based upon the individual employee's needs and the needs of the students as set by the school improvement plan and through data analysis by the employee to determine student needs. It is designed so that the lifelong learning component is aligned to ultimately improve student achievement.

7. B.3. Performance Evaluations

All employees will receive, at minimum, two formal evaluations each school year, one in September/October and one in April/May. Teachers and staff are reviewed by the administration, Governing Board Members, or FORZA Education Management, using the Danielson Teacher and Support Staff Evaluation Model. The purpose of these reviews is to have clear and open communication between staff and administration and enhance the

overall teaching experience. After meeting with the teacher to discuss the evaluation, a signed copy of the evaluation will be given to each teacher.

7. C. Professionalism

The students and parents are NRCA' most valued asset. All employees of NRCA are representatives and ambassadors for our organization and it is expected that all staff are respectful, courteous, and prompt in the attention given to the students and parents. Positive relations not only enhance the public's perception of NRCA, moreover may pay-off in increased grants, donations, or gifts-in-kind to the school.

7. D. Standards of Conduct

NRCA expects that all employees will conduct themselves in a professional and ethical manner. All NRCA employees shall abide by the Principles of Professional Conduct for the Education Profession in Florida. Employees that suspect or have knowledge of a violation of NRCA policies or unethical behavior should report such behavior or actions to the principal. The following are some examples of types of conduct that are prohibited by NRCA, though this is not an exhaustive list:

1. Dishonesty of any form.
2. Disrespectful actions or words directed towards NRCA students, employees, parents/guardians, or any other individuals.
3. Theft or misappropriation of property belonging to NRCA or another individual.
4. Neglect, misuse or unauthorized use of NRCA's funds, equipment, vehicles, or property.
5. Fighting, arguing or disorderly conduct.
6. Leaving NRCA's campus during work hours without permission to do so.
7. Tardiness or excessive absenteeism.
8. Use of obscene, vulgar, or threatening language.
9. Harassment, bullying, or threatening conduct towards any individual.
10. Excessive use of work time for personal matters.
11. Insubordination or failure to follow directions.
12. Possession of, consumption of, or being under the influence of alcoholic beverages while on NRCA's premises, including the parking lot; while conducting school business; or during an employee's meal break.
13. Illegal use, manufacture, distribution, sale, or possession of illegal drugs or un-prescribed controlled substances, or the dispensing of drugs without a proper prescription.
14. The presence of illegal drugs in your system.
15. Being convicted of, pleading guilty to, or pleading no contest to a crime, or any conduct that damages the reputation of NRCA or makes you unfit for further employment.
16. Willful disregard of safety rules and procedures. Failure to use safety equipment or tampering with safety devices.
17. Engaging in inappropriate discussion, relations, or conduct with any student.
18. Solicitation or acceptance of any gift or bribe.
19. Disclosing confidential information, including confidential student information.

20. Any other conduct deemed by NRCA to be inappropriate, unethical, or contrary to NRCA's morals and values.

Employees who fail to have appropriate relations with all stakeholders will be subject to disciplinary action, up to and including termination.

NRCA will comply with all applicable laws and regulations and requires its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws, statutes, ordinances, and regulations coupled with refraining from any illegal, dishonest, or unethical conduct.

7. E. Confidentiality

To ensure confidentiality and protection of individual rights of privacy for children, families, and employees of NRCA, the Confidentiality Policy has been adopted in accordance with all applicable laws. It is an employee's responsibility to maintain confidentiality regarding information learned about children, their parents/guardians, families, and other employees may not be divulged to anyone other than persons who are authorized to receive such information. If confidentiality is breached there may be job related consequences, as well as the potential for civil liability against the individual employee and NRCA. Information and documents considered confidential include, but are not limited to medical records, educational records, special needs records, family records, financial records, and any other private information about the children or their families. All requests for release of information shall be directed to the NRCA office. Information will only be released to persons outside of NRCA with the expressed written consent of the child's parent or legal guardian. This policy extends to both internal and external disclosure of information.

7. F. Attire & Appearance

NRCA has a professional dress environment. All employees are expected to maintain good hygiene and dress in a manner that is respectful to the profession and appropriate.

An employee shall comply with the following principles in choosing work apparel:

- Maintain a neat and clean appearance, keeping dress modest and conservative.
- Maintain a business/professional appearance and dress in a manner consistent with work responsibilities.
- Male faculty members are required to wear a dress shirt (long or short sleeve, a tie is optional) or a professional style polo type shirt or the school polo shirt and Docker style or dress slacks. (No cargo style pants.)
- Female faculty may wear appropriate length dresses, appropriate length skirts, capris or slacks with a blouse, the school polo shirt or sweater. The blouse or top should never be too tight, too low or revealing, reveal any midriff or undergarments, at any time and in any position of stance. (No strapless or tank tops. Appropriate length is 2 inches above the knee.)
- Beach style flip flops, shorts, jeans, warm-up suits, revealing clothing, clothing with rips/holes/tears, hats and t-shirts are not appropriate and shall not be permitted. Yoga style/Athletic style pants are not permitted unless teaching PE. (Participation in spirit days will be approved by the Principal and some exceptions are made to the employee

professional dress code.)

- Jeans and tennis shoes, accompanied by a NRCA spirit shirt, college shirt or polo may only be worn on Spirit Fridays or approved Spirit Days.
- Employees whose work requires that they perform physical activity may wear appropriate casual attire. Tennis shoes are acceptable in this situation.
- Hair should be clean and neatly groomed. The color and style of hair should not be a distraction to the learning environment.
- Visible tattoos that are religious, political, sexual, or offensive must be covered or concealed while on campus or representing NRCA off campus.
- All administrators and administrative support staff shall abide by the above policy with no exceptions.

Any employee who the Principal or Principal's designee finds in violation of said dress policy shall be sent home to change into appropriate attire. The affected employee shall be docked PTO during the time of absence from his or her duties.

7. G. Political Activity

NRCA's employees are encouraged to engage in political activities. However, such activity, like any other personal, nonofficial undertaking, must be done on the individual's own time and should not interfere with NRCA's duties. While employees are free to express their political beliefs outside of the work environment, employees should not push their own political views on students or other staff members.

7. H. Phone, Copiers & Technology Use

Cell phones should not be used for any personal reasons during class time unless in an emergency. Cell phones should be put away and on silent mode during class and on silent mode during all meetings, conferences, workshops, professional development events, or other work activities.

Employees should only use NRCA computers, technology, and computer systems for work-related purposes only. Further, employees are prohibited from accessing obscene, illegal, or inappropriate content. The failure to abide by this policy may result in disciplinary action, including termination.

Students must always be supervised when using the Internet. Only education-based websites are allowed, all other sites are prohibited. Teachers are responsible for monitoring students' Internet access at all times. Students will be assigned to a computer and teachers will maintain said list.

Copy Machine:

Teachers are responsible for replenishing paper in the copier and notifying the main office when there is a mechanical issue and/or when toner or other needed supplies are low. **Teachers are NOT to attempt toner changes or machine repairs.**

7. I Social Media Use

Employees are prohibited from making any posts on social media networks (to include social media networks, blogs, chat rooms, online forums, or message boards) or elsewhere on the internet

that would bring disrepute to NRCA, its staff, or its students. An employee may be terminated at any time for inappropriate content that is posted by the employee on any social networking site, including on the employee's personal social media pages.

7. J. Intimate Relationships

NRCA promotes an atmosphere of professionalism based on mutual trust and respect. Employees are strictly prohibited from carrying on any type of intimate or sexual relationship with a student. Further, employees are prohibited from engaging in intimate or sexual relationships with another employee, especially where such relationship involves an employee with supervisory authority over the other.

7. K. Personal Property and Valuables

If the employee brings personal equipment, furniture, or other items to be used in the classroom, office or area, the school will not be responsible for any loss, theft or damage to said items. Employees should not bring large sums of money, jewelry, or other valuables to work. NRCA will not be responsible for personal property that is lost, damaged, stolen, or destroyed.

7. L. School Property

Teachers and staff are responsible for all school property assigned to them. Staff members are prohibited from using tools, equipment, or other NRCA property for their private use. If it becomes necessary for a teacher to take home school equipment for school purposes, the staff member must sign out the equipment through the front office. All equipment and furniture purchased by NRCA is the sole property of NRCA. All state and federal law and regulations apply.

Staff members are prohibited from loaning NRCA property to anyone outside of the organization. In addition, NRCA shall not be responsible for items borrowed by a staff member from a student, a parent, or anyone else. If a staff member borrows anything from anyone for use in school activities, the staff member must be personally responsible for the article.

It is important that the Board, Principal, and authorized staff have access at all times to NRCA property, as well as other records, documents, and files. As a result, NRCA reserves the right to access and search teacher classrooms, workstations, filing cabinets, desks, and any other school property at its discretion, with or without advance notice or consent. All NRCA property must be returned by employees on or before their last day of work. Where permitted by applicable laws, NRCA may withhold from the employee's check or final paycheck the cost of any items that are not returned when required or for the cost of any items that are badly damaged upon return. NRCA may also take all action deemed appropriate to recover, replace, or protect its property.

7. M. Mail

Incoming mail addressed to staff members, bulletins and notes from the school office and individuals are considered school mail. This type of mail is handled by the front office. A staff member should not send a student to place mail in the boxes or to remove it unless a signed note is sent with the student to the front office. This regulation is made to prevent confidential mail from falling into the hands of students and to prevent errors in mailing by students not familiar

with the mailing system.

7. N. Parking

Employees park at their own risk. NRCA will not be responsible for theft or damage to any vehicles parked on NRCA property. NRCA will not be responsible for personal property left in vehicles that is lost, damaged, stolen, or destroyed. Each employee shall park in the employee designated parking area.

7. O. Fundraisers

The Principal or designee must approve all fundraising, both internal and external. Approved fundraisers must involve the local community and/or show support of local nonprofits and causes. An employee overseeing a fundraiser must handle all money with the utmost carry. Collected monies should be turned into the front office on a daily basis and properly accounted for. The employee will be liable for any lost or stolen monies.

7. P. Special Assignments/Duties

Faculty and staff will be required to share responsibilities which will benefit the whole school but not necessarily their specific class. Employees may be assigned additional duties, such as lunch or hall duty. Because a school provides growth opportunities for its students, teachers at NRCA are encouraged to sponsor a student club or organization.

7. Q. Supervision

The foremost responsibility of any faculty or staff member of NRCA is the appropriate and constant supervision of all children assigned to their care. Faculty and staff are required to ALWAYS comply with ratio requirements as outlined by the Licensing Authority and all other Licensing regulations related to the appropriate supervision of children. NO CHILD OR GROUP OF CHILDREN IS TO BE LEFT UNATTENDED AT ANY TIME, FOR ANY LENGTH OF TIME. Failure to always maintain appropriate supervision, will result in disciplinary action up to and including termination. Failure to appropriately supervise a child or group of children is cause for disciplinary action up to and including immediate termination.

7. Q.1. Playground/Recess Rules

Elementary grade teachers should have 30 minutes of recess daily.

ONLY ONE GRADE LEVEL AT A TIME MAY USE THE PLAY GROUND.

It is the teacher's responsibility to enforce the following rules and ensure the safety of the class:

- Slide down the sliding board, seated correctly, facing front, and one at a time!
- Climb up the slide ladder NOT the slide.
- No throwing of sand, rocks, or tire mulch.
- Keep your hands to yourself.

THE TEACHERS SHOULD MONITOR THE ACTIVITY FROM OPPOSITE ENDS OF THE PLAYGROUND TO ASSURE MAXIMUM COVERAGE.

7. Q. 2. Lunch and Cafeteria Procedures

Employees may not use lunchtime as time worked beyond their regular paid work hours or as compensatory time without prior approval from Administration.

The NRCA meal prices will be $3.50 for lunch and $2.00 for breakfast for all students this school year according to the state of FL. Teachers must check the lunch schedule for the exact times that their students should arrive at the cafeteria and when the students need to be picked up. Lunchtimes may be adjusted for special events. However, on regular days, the scheduled lunchtime must be strictly adhered to. For the first month of school, the teacher is required to wait with the students who are receiving hot lunch and monitor them while they are being served. The lunch duty calendar will specify when each teacher is expected to be in the cafeteria for their turn for lunch duty.

The cafeteria rules are posted in varying locations in the cafeteria and all students are expected to follow them.

The students must:

1. Enter and exit the cafeteria in a line that is quiet and orderly.
2. Stand in a single file line while waiting for food.
3. Sit in assigned area.
4. Not exchange food items.
5. Use a quiet, indoor voice.
6. Show good manners, courtesy, and consideration of other students and adults in the cafeteria.
7. **Always follow instructions of the cafeteria monitors or other adults.**
8. Not leave the cafeteria during the lunch period without a written pass.
9. Not remove food and beverages from the designated eating areas.
10. LEAVE THE TABLE AND FLOOR CLEAN! Each student is required to dispose of trash from his/her table in the containers provided for trash when instructed to do so by monitors.
11. NRCA participates in the Federal Lunch Program and the school must follow its guidelines. **Students are not permitted to exchange food!** No child should ever be forced to eat, but each student is required to take everything being offered. Encourage children to sample new foods.

Food should never be withheld as a punishment. Carbonated and sugary drinks, candy, and glass containers should not be part of a student's lunch. Teachers are not to spend their lunch period with students or parents in their classroom unless it has been pre-approved by the administration.

7. R. Accidents

Student Accidents:

Any student injured at school should be sent or brought to the office as soon as possible and the parents will be contacted by office personnel. If the student is incapacitated, unconscious, etc., call 911 and then contact the office. A student incident/accident report **must** be completed by the teacher at the time of the accident and submitted to the office **immediately**.
Incident/Accident reports can be found by the teacher mailboxes. Please carefully monitor all student activities to ensure student safety. We have a "NO RUNNING POLICY" at NRCA that should be reinforced daily in the classroom as one of the school-wide procedures of "WALKING QUIETLY" through the hallways.

7. S. Classroom Décor, Furniture & Equipment

Teachers should strive to make their classroom well-decorated and organized. Posters, bulletins, and students' work shall be displayed in a manner that shall not mar/damage the paint, the walls, blinds, doors, door frames or windows within the building. Employees are prohibited from covering windows. Student classrooms shall be visible through the windows.

Each classroom, office, and the cafeteria will have a Crisis Emergency Management Plan and Evacuation Map. If a Crisis Emergency Management Plan or Evacuation Map is damaged or missing, notify the front office immediately.

NRCA makes every effort to keep buildings in good repair and neat in appearance; therefore, each teacher is responsible for the neatness and cleanliness of buildings and particularly his or her classroom. Every effort should be made to protect and conserve all school equipment, and repairs should be reported immediately. Inefficiency on the part of the custodial staff should be reported to the appropriate administrator.

1. Each teacher should have the following posted in their classroom:
    - Daily schedule
    - Fire drill map
    - Class rules
    - Consequences for not following the rules
    - Rewards for following the rules.
    - Essential Ideas/Question for the day's lessons coupled with objectives of what is to be achieved.
2. **Radios MUST be taken to the playground in case of emergencies.**
3. **Teachers and staff should check their mailboxes in the School Lobby, two times per day**. Teachers should also be checking their email at least twice a day.
4. The Teacher Work Room is for **Employees only**. At no time may students enter this room unless accompanied by an adult or delivering an attendance folder. Students are not permitted to eat lunch in this room or make copies for teachers. **Students may not check the staff mailboxes.**
5. **Keep doorways clear**. There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. Please keep this in mind when arranging furniture in the

classroom. Moreover, it is prudent to conduct periodic safety spot checks of the classroom. Immediately report any safety hazards discovered in the classroom or ANYWHERE on school grounds to the Main Office.

6. Classroom bulletin boards should reflect the children's work and must be changed **monthly.**
7. Teachers and staff are expected to adhere to all rules set forth by North River Charter Academy.
8. The Employee will **enthusiastically** attend and participate in, before, and after school, **Team Meetings, Professional Development, Tutoring, etc.,** and shall perform any additional duties as assigned by the Administration, FORZA Education Management, and/or NRCA Board of Directors.
9. All NRCA employees will be issued an identification badge. Every NRCA employee shall be required to properly display a NRCA issued identification badge while at work.

Section 8: Student Health

8. A. Student Health Problems

When a student becomes ill at school, every effort shall be made to notify parents or guardians. NRCA shall have a current emergency telephone number on file in the school office so parents may be reached at any time during the day.

Students should be sent to the office if they are having a medical emergency. Due to limited resources, students will not be able to "rest" in the office and then return to the school day. Aside from medical emergencies, students should be sent to office if they are deemed too sick to be in school.

Symptoms include:

- Fever above 100.4F
- Vomiting/Diarrhea (witnessed)
- Head Lice/Viral Rash

Students should remain in class if they have a cold with no fever. **Calls to send students home will occur in the office and should never be made by the teacher via email, text message, or classroom phone.**

8. B. Medications

Under Florida law, prescribed medication may be given to students ONLY by school personnel designated by the Principal and trained by the health assistant. The parent or guardian must give prior written approval, using the provided form, to the school to give the medication. The parent or guardian shall deliver to the school the medication in the original dispensed container with the child's name and directions clearly displayed. Nonprescription medications can only be given when accompanied by written orders from a physician. All student requests for medication should be referred to the Principal and/or health assistant. Students shall not consume or carry over the counter medications. This includes cough drops and headache medication.

8. C. Lotion and Sunscreen

Teachers may not apply any product to a student, including lotion and sunscreen.

8. D. Reporting Child Abuse

Florida Statute requires all employees and agents of the school board or charter school have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect. Teachers and staff are protected by Florida Law against a lawsuit from parents for reporting any suspected abuse. If a teacher or staff member suspects a possible case of child abuse, they should report it to Family Services **(1-800-96ABUSE)** with an administrator as a witness. If there is a report of child abuse, the employee shall contact an administrator and call the Child Abuse Hotline. Teachers must document procedures, including any information presented by the child. Teachers and Staff may remain anonymous when making the initial report.

Section 9: Safety

9. A. Visitors in the Workplace

To provide for the safety and security of employees, students and the facilities at NRCA, only authorized visitors are allowed in the workplace. All visitors MUST check in with the office with a valid ID and receive a visitor's sticker or pass. If a teacher is expecting a visitor, the teacher will notify the office ahead of time, to avoid the disruption of the educational process be conducted in said teacher's room by announcing the visitor's arrival. If a visitor comes to your classroom without a nametag or pass, please contact the Administration and send them to the office immediately.

No parents are permitted to visit the classrooms at any time, without first securing permission from the teacher and approval from the Administration. If the visitor will be working with students, away from NRCA staff, they must have approved Level Two Clearance; this includes field trips.

Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee and student welfare, and avoids potential distractions and disturbances.

Persons on campus without permission from the school administrative staff may be arrested for trespassing.

9. B. Volunteers and the Jessica Lunsford Act

The Jessica Lunsford Act went into effect on September 1, 2005, requiring a Level 2 screening (fingerprinting and FBI background check) of any non-instructional school district personnel or contracted personnel who are permitted access to, or on school grounds when students are present, as well as those who have direct contact with students or who have access to, or control school funds. This includes parents. The term, "Contractual Personnel," has been defined as any vendor, individual, or entity under contract with the school board.

9. C. Emergency Crisis Plan and Safety Codes

An emergency crisis plan will be kept in each classroom or office space near the doorway. It will be clearly marked and easily accessible to all personnel. Prior to the start of the school year the plan will be fully reviewed. At the beginning of the school year the Crisis Management Plan will be reviewed with the faculty, staff, and student body. We will conduct the required fire emergency drills, two within the first thirty days of school and one each month until the end of the year. We will also conduct a severe weather drill annually as well as any other required drills, including active assailant drills. We will make every effort to assure the safety and well-being of our entire school population.

9. C.1. Crisis Management Safety Codes

When NRCA responds with emergency measures, its sole priority is to keep all students, faculty and staff safe. Teachers and Substitute teachers must be cognizant of and prepared to follow and expedite all emergency procedures.

Oftentimes, in cases of potentially serious school safety threats, students, faculty and staff remain in the building under a lockdown even after the school day has ended. These measures are often frustrating for parents who want to remove their children from the school during a threat. The parents of NRCA need to appreciate that the school must protect itself from all potential incoming individuals-even if the incoming individuals are parents.

9. D. Fire Alarm Procedure

In the event of a fire alarm:

- Everyone is required to leave the room and building. The number one responsibility of the teacher is to get the students out safely and away from the building.
- Speed is subordinate to order and control.
- The first one to the door should open the door and hold it for the others.
- There should be no running, pushing, or shoving.
- Students are to remain silent during the entire drill procedure.
- Teachers should check to see that all children are out of the room and close the door.
- Students should go to a predetermined place on the grounds.
- Student rosters should be taken so that every student will be accounted for. Take attendance once all students have reached the safe gathering place. Report any absences immediately to administrative staff.
- Children who are in the bathroom at the time of a fire drill should go to the nearest group of students, report to the teacher or staff member, and be advised when it is safe to report to the student's own class.
- A fire drill evacuation route diagram must be posted on the wall near the doorway in the room.

North River Charter Academy's Facility Coordinator is the primary staff member who monitors, oversees and is accountable for compliance issues.

9. E. Universal Precautions

Blood-borne Pathogens

Universal Precautions are the steps taken to reduce the spread of blood-borne diseases from one person to another. It is very important that these steps be fulfilled within the school to protect children, staff members, vendors, visitors, and others who have contact with the facility.

1. It is a requirement to wear vinyl or latex gloves when touching body fluid.
2. Wash hands before and after all emergency procedures. If skin comes in contact with body fluid, wash the affected area immediately with soap and water.

3. If your skin comes in contact with body fluids, report the incident at once to a school administrator or immediate supervisor. Not all reported situations will be automatically considered “exposure incidents.” Each situation will be handled on an individual basis, including the determination by OSHA standards whether the Hepatitis B vaccine will be offered.
4. Never recap, bend, or break needles. Dispose of needles in red sharps containers.

The Exposure Control Manual is in the main office of the building. If you have any questions about the prevention of the spread of blood-borne pathogens, speak with a school administrator.

Section 10: Discrimination, Harassment & Bullying

10. A. Discrimination, Harassment, & Bullying

It is the policy of NRCA that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. Discrimination, harassment, and bullying, including cyberbullying, are strictly prohibited by NRCA. NRCA strongly encourages individuals who believe they are being discriminated, harassed, or bullied to promptly notify the offender that his or her behavior is unwelcome. Notifying the offender, however, is not a required first step. If, for any reason, an individual does not wish to confront the offender directly, such a confrontation does not successfully end the harassment, or if the offender retaliates against the individual, the individual is encouraged, within sixty (60) days of the alleged incident, to notify either the Principal, a Board member, or any administrator with whom the individual feels comfortable discussing the matter. Students may also report such conduct to any teacher that they feel comfortable discussing the matter with.

Any NRCA staff member who becomes aware of any discrimination or harassment, or who has reason to believe discrimination or harassment is taking place, must immediately report the conduct to the appropriate person. All complaints should be forwarded to the Principal, or, if the complaint concerns the Principal, the complaints should be forwarded to any Board Member. Those employees in a supervisory role have a special duty to report discrimination or harassment even if it involves someone outside their area of responsibility.

10. A. 1. Harassment

The school will not tolerate harassment of any kind at any of its sites or activities. Personnel, at all levels, are responsible for taking corrective action to prevent harassment. Allegations of harassment will be promptly investigated, giving due regard to the need for confidentiality.

State and federal law specifically prohibit harassment. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser as well as the school board.

Harassment is when a person continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner. Harassment occurs when a person subjects another person to any unwelcome conduct because of sex, race, origin, religion, etc., on school property or at a school-sponsored event.

Sexual harassment is when a person bothers another person using sexual words, pictures, gestures, or conduct that the other person would find offensive. Sexual harassment can also occur when a person is forced by his or her location or situation to see or overhear sexual comments, gestures, or conduct that he or she finds offensive. Sexual harassment includes but is not limited to the following: verbal harassment or abuse of a sexual nature; subtle pressure for sexual activity; repeated remarks to a person with sexual or demeaning implication (for example, a person's body, clothes or sexual involvement, display of sexually suggestive objects, pictures or written materials) and discrimination against

students or employees because of real or perceived sexual orientation/gender identity or expression thereof. Harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

While more cases of males harassing females have been reported thus far in the United States than any other type, it is quite possible for males to harass other males or for females to harass males or other females.

Unwanted and Unwelcome Harassment

Sexual comments, jokes or gestures; suggestive comments; being "sexually rated" by an individual, for example, on a scale from 1 to 10; being pressured to go out with someone; being the recipient of whistles, jeers, or catcalls; being touched, grabbed, or pinched in a sexual way; being intentionally brushed up against in a sexual way; spreading sexual rumors about a person; having clothing pulled in a sexual way; being shown, given, or left sexual pictures, photographs, illustrations, messages or notes; being forced (because of their location) to view centerfolds, photographs, posters, or drawings of a sexual nature; having ones way blocked in a sexual way.; others placing messages or graffiti written about that person on a computer screen, bathroom walls, in locker rooms, or any other public site; being forced to kiss someone; being forced to do something sexual other than kissing; being called gay, lesbian, or any other term that denigrates sexual identity; having clothing pulled off or down; being spied on while dressing; requesting sexual favors; continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner; teasing annoying, threatening and insulting.

Confidentiality must be maintained as much as possible during any harassment investigation. Confidentiality is maintained when the identity of the people involved or the circumstances surrounding the incident are kept private. For example, you do not maintain confidentiality if you tell your friends that John Doe or Jane Doe harassed you.

Information relative to the prevention and correction of harassment shall be provided in writing to personnel and students. Persons who engage in such conduct shall be subject to a range of punishment. Proven allegations of harassment can have serious consequences for the party deemed guilty, including but not limited to the following:

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/o expulsion.
2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.

10. A. 2. Bullying

Bullying is a repeated form of aggression and occurs when a person(s) who perceives a power imbalance, willfully subjects another person (victim), whoever he/she may be, to intentional, unwanted and unprovoked hurtful verbal and/or physical action(s) which result(s) in the victim feeling oppressed (stress, injury, discomfort) at any school site,

NRCA bus stop, or school sponsored activity or event.

Bullying may also occur as various repeated forms of hazing, including initiation rites perpetrated against a new student or a new member of a team. Students who engage in such conduct shall be subject to a range of punishments to include verbal or written reprimand, out-of- school suspension, or change of placement and/or expulsion.

Examples of Bullying:

1. **Physical Bullying** - punching, shoving, poking, strangling, hair-pulling, beating, biting and excessive tickling.
2. **Verbal Bullying** - hurtful name-calling, teasing and gossip.
3. **Emotional (psychological) Bullying** - rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
4. **Sexual Bullying** - many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as **bullying.**
5. **Cyber-bullying** - the use of information and communication technologies such as email, cell phone, and pager text messages, instant messaging (IM), FACEBOOK, defamatory personal web sites, and defamatory online personal pooling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education. It is quite possible for bullying to occur in many different types of interpersonal relationships in a school setting such as manipulating friendships, obstructing classmates and spreading malicious rumors.

Bullying may be limited to a single incident. However, in most cases, the **bullying** is characterized by repeated harmful actions on the part of the bully. Personnel at all levels are responsible for taking corrective action to prevent **bullying.**

Retaliation is defined in the dictionary as meaning "to pay back (an injury) in kind." When a person is accused of having engaged in an inappropriate fashion, especially **bullying**, the common reaction of that person is to be angry and want to pay the "victim" back (retaliate).] Retaliation must **not occur and will not be tolerated. Bullying will not be tolerated and will lead to possible suspension, expulsion** and or transfer from NRCA.

10. C. Investigatory Process

NRCA will complete a thorough and impartial investigation of any complaint of discrimination or harassment within twenty (20) days of receipt of the complaint. The investigation will be conducted by the Principal or his or her designee, or, if the complaint is against the Principal, by the Board or the Board's designee. The investigation may include individual interviews with the complaining employee, the offender involved and, where necessary, with individuals who may

have observed the alleged conduct or may have relevant knowledge. The complaint and investigation will be handled with sensitivity and, to the extent practical and appropriate under the circumstances, confidentiality will be maintained throughout the investigatory process. The findings from the investigation must be detailed in a written report.

Decision:

Within ten (10) days following the conclusion of the investigation, either the Principal or the Board, depending on which party conducted the investigation, will issue a written decision on the matter. The complainant and the person alleged to have committed the conduct must promptly be informed of the decision. The decision of the Principal or Board shall be final.

Protection Against Retaliation:

NRCA will not tolerate retaliation against an individual for reporting discrimination or harassment or assisting in providing information relevant to a claim of sexual or any other harassment. Retaliation is a serious violation of this policy and will be treated with the same strict discipline as would the harassment itself. Acts of retaliation should be reported immediately in accordance with these procedures and will be promptly investigated.

Responsive Action:

Misconduct constituting discrimination or harassment will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling, and disciplinary actions such as warnings, reprimands, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, compensation adjustments, or termination, as NRCA may believe is appropriate under the circumstances. Students who are found to have engaged in discriminatory or harassing conduct will be disciplined in accordance with NRCA's Code of Conduct. Any conduct that is deemed criminal will be reported to the appropriate law enforcement agency.

10. D. Corrective Action

NRCA makes every effort to ensure that employees are treated fairly. Our interest is not to punish, but rather to correct the situation. Accordingly, when an employee violates the terms of his or her employment or fails to adequately perform his or her duties, NRCA may use a three-part corrective action procedure designed to offer the employee a reasonable opportunity to improve the situation.

The progressive three-part corrective action is as follows:

- Verbal warning (with documentation)
- Letter of reprimand and/or probation
- Suspension or termination will follow, as deemed necessary

Nothing in this Handbook prevents NRCA from immediately terminating an employee should it choose to do so.

10. E. Reporting Misconduct

Possible penalties for instructional personnel or site administrators who fail to report misconduct may include:

- Written Reprimand
- Suspension with or without pay
- Termination of employment
- Discipline/Sanctions on an educator's certificate

Call or Report it online at: https://reportabuse.dcf.state.fl.us/

- Call 1-800-962-2873
- Use 711 for Florida Relay Services
- Fax your report to 1-800-914-0004

10. F. Student Bathroom and Lockeroom Use

It is the policy of the School that all students, faculty, personnel, and guests of the School will use bathrooms, locker rooms, and dressing rooms that correspond with the individual's biological sex at birth. This means individuals whose designated sex at birth was male will be required to use those bathrooms, locker rooms, and dressing rooms designated for men, and individuals whose designated sex at birth was female will be required to use those bathrooms, locker rooms, and dressing rooms designated for women. Individuals may also use single occupancy bathrooms that are gender neutral. Students are not permitted to utilize bathrooms that are designated exclusively for the school faculty. In enforcing this policy, school personnel may reasonably rely upon representations made or documentation provided by the parent or guardian at initial enrollment, or such other records available to the administration. In the event of any inconsistency in the student's records, the administration reserves the right to request additional documentation from the parent or guardian to verify the student's biological sex at birth. This policy shall at all times be construed in accordance with state and federal law.

In carrying out this policy, school personnel are required to maintain the privacy of all educational records as set forth in Section 1012.22, Florida Statutes, and to respect the privacy interests of all students and parents.

ACKNOWLEDGMENT AND DISCLAIMER:

I acknowledge receipt of the 2022-2023 North River Charter Academy Employee Handbook ("Handbook"). I further acknowledge that this Handbook supersedes all prior oral or written statements by North River Charter Academy concerning its employment policies, guidelines, and benefits, except for those prior statements contained in my employment contract, if applicable. I understand that:

My employment with North River Charter Academy is governed by the policies described in this Handbook, and it is my responsibility to familiarize myself with and abide by all information it contains.

This Handbook does not constitute a contract of employment, nor does it supersede my employment contract, if applicable. The policies and benefits described herein are presented as a matter of information only and are not intended to confer, nor do they confer by reason of their publication, any specific or binding rights, benefits, privileges, or entitlement to employment or continued employment by North River Charter Academy.

My employment with North River Charter Academy is "at-will." This means that I may leave my employment voluntarily, with or without cause or notice, and that by the same token, North River Charter Academy may terminate my employment at any time, with or without cause or notice.

This Handbook's contents are subject to modification, amendment, or rescission at any time, with or without notice, at North River Charter Academy's sole discretion.

This acknowledgment must be signed and returned within seven (7) days of my start date or receipt of the Handbook, whichever is later.

Employee Name (Please Print)	**Employee Signature**
	Date

482937

ATTACHMENT S

Student enrollment application

Name: _____ School Search by Address: North River Charter Academy

NORTH RIVER CHARTER ACADEMY

REGISTRATION CHECKLIST

SCHOOL CHOICE

STEP 1: Gather the documents listed below. *If unable to get any of these please ask your registrar about Project Heart.

- ☐ **Original Certified Birth Certificate or other proof of date of birth**
- ☐ **Florida Certificate of Immunization.** Florida Certificate of Immunization (DOH680)
  *All PreK, KG, 7TH & 8TH Grade or Students new to Florida schools must have proof of immunization.
- ☐ **Physical examination certificate.** Within past 12 months of enrollment date
- ☐ **Legal Guardianship papers.** (If applicable, assistance @ (941) 708-4971)
- ☐ **Child's Social Security number.** Section 1008.386, F.S.
- ☐ **Child's recent report card/transcripts/withdrawal forms.** (Not required for elementary)
- ☐ **Proof of residency.** Schools accept one of the following:
  - ❑ Current mortgage statement, lease agreement, electric, gas or water bill – must include address and name of enrolling parent/guardian
  - ❑ Official employer/company statement providing housing to enrolling parent/guardian and family
  - ❑ Copy of Migrant Services Certificate of Eligibility
  - ❑ Government issued ID/DL with new address or processed USPS change of address documentation AND a notarized statement from the owner/lessee of the residence listing names of all people residing at the address **accompanied** by a current utility bill (power or water) with the owner/lessee's name and address
  - ❑ OSP/Choice/Hardship Letter (if enrolling out of your residential attendance zone)

To obtain a change of address on ID/Driver License: Contact Manatee County Tax Collector at (941) 741-4801-various locations. Or online at http://www.flhsmv.gov/ddl/addresschange.html
To process USPS change of address: Contact the Bradenton Post Office at (941) 747-0867-various locations. Or online at https://www.usa.gov/post-office
To obtain a replacement Florida birth certificate: (941) 748-0747 (option 8) Vital Statistics - 410 6th Av. E. Bradenton. Parent must make the request and show ID.
For assistance with immunizations or physical exam certificates: Contact Manatee County Health Department at 748-0747, Manatee Rural Health Services at 708-8700, or a participating local physician.

STEP 2: Fill out North River Charter Academy's Enrollment Packet

- ☐ **Enrollment Form**
- ☐ **School District of Manatee County School Health Services Form**
- ☐ **Student Collection of Social Security Number Consent**
- ☐ **Request of Records Form** (Needed for KG **only** if retained or from out of State)

STEP 3: Deliver all forms.

- ☐ **School Registrar**
  - ❑ At your school's front office.

North River Charter Academy Enrollment Form

SCHOOL: North River Charter Academy

Office use only Teacher _____
Entry code _____ Calendar _____
ID# _____ TEAM _____
HR _____ CSL _____
Entry date: _____ Assignment code: _____

Student Legal Name _____ **Grade Enrolling In** _____
(As listed on Birth Certificate) Last Suffix (Jr, III, etc) First Middle
Any other legal name used _____

Residence address: _____ **Apt Bldg(specify)** _____

_____ **Home Phone** (____) _____
City State Zip

Mailing address (if different): _____
Address Apt Bldg # City State Zip

Student resides at the above address with: ☐**Both Parents** ☐**Mother** ☐**Father** ☐**Out of Home/Foster Home*** ☐**Other***

_____
*Explain (Appropriate guardianship documents **MUST BE** on file with PCA)

_____ / _____
#1 Parent/Guardian e-mail address **#2 Parent/Guardian e-mail address**

Is student of Hispanic, Latino or Spanish origin? ☐**Yes** ☐**No**

Verification office use ____

Gender: ☐**Male** ☐**Female** **Date of Birth (Month/Day/Year)** ____/____/____

Birthplace: City _____ **State** _____ **Country** _____ **Social Security#** ____/____/____
Verification office use _____ **(Section 1008.386 F.S.)**

Race: (Check all that apply but must check at least one)

☐**White** ☐**Black or African American** ☐**Asian** ☐**American Indian or Alaskan Native** ☐**Native Hawaiian or Pacific Islander**

Is student a child of a military family? ☐**Yes** (if yes, specify below) ☐**No** **Residence On Base?** ☐**Yes** ☐**No**
☐**Active duty** ☐**Medically discharged** _____ ☐**Death in the line of duty** _____
Discharge date Date of death

Did you move to Manatee County as a result of a hurricane/earthquake? ☐**Hurricane** _____ ☐**Earthquake** ☐**No**
Did you move within Manatee County as a result of a hurricane/earthquake? ☐**Hurricane** _____ ☐**Earthquake** ☐**No**

Emergency Contact/Pick-up List (Only parties marked Y below are allowed to pick up child in emergency and non-emergency situations.)
("*AC=Automated contact. Parties marked Y will receive non-emergency communications)

Name	Relationship to student	Pick-up (Y/N)	*AC (Y/N)	Place of Employment	Work Phone	Home Phone	Cell Phone
Enrolling Parent/Guardian							
Parent/Other							
Other							
Other							
Other							
Other							

Brothers/Sisters in Manatee County Schools (Public, Charter, Private)

Name: _____ Grade _____ School _____

Name: _____ Grade _____ School _____

Transportation

☐**Walk** ☐**Bike** ☐**Car Rider** ☐**School Bus#** ____ ☐**Day Care: Name** _____ **Phone** _____

Enrolling Parent Signature _____ **Date** _____

Print First Name _____ **Print Last Name** _____

Last School Student Attended:

School Name _____ County: _____

Street Address _____ Phone (____) _____

City, State, Zip _____ Fax (____) _____

Has student ever attended a Manatee County school before? If so, name of school _____

Has student ever attended another Florida School? If so, name of school/City/County _____

Has student ever repeated a grade? If so, which grade(s)_____

Has your student ever been or is your student currently in any of the following programs? Check the appropriate boxes.

- ☐ Gifted
- ☐ Specific Learning Disability
- ☐ Emotional/Behavioral Disability
- ☐ Orthopedically Impaired
- ☐ Deaf or Hard of Hearing
- ☐ Other Health Impaired
- ☐ 504 Plan
- ☐ ESOL
- ☐ Speech Impaired
- ☐ Language Impaired
- ☐ Visually Impaired
- ☐ Traumatic Brain Injured
- ☐ Dual Sensory Impaired
- ☐ Autism Spectrum Disorder
- ☐ Developmentally Delayed
- ☐ Intellectual Disability
- ☐ Occupational Therapy
- ☐ Physical Therapy
- ☐ Alternative Ed (specify)_____

Florida Statute 1006.07(1)(b) requires that you provide the following information:

Has the student been expelled (not suspended) from a school?	☐Yes	☐No
Has the student had an arrest resulting in a charge?	☐Yes	☐No
Has the student been involved in the Juvenile Justice System?	☐Yes	☐No
Has the student ever been referred for mental health services?	☐Yes	☐No

If the answer is YES to any of the above, please explain:

The next three programs have opportunities available, if qualifications are met.

(MUST ANSWER) **Home Language Survey** If yes, what language?

1. Is a language other than English used in the home?	☐Yes	☐No	_____
2. Does the student have a first language other than English?	☐Yes	☐No	_____
3. Does the student most frequently speak a language other than English?	☐Yes	☐No	_____

Answering "yes" to one or more of the Home Language Survey questions will require your child to be screened for English language proficiency and may result in his/her eligibility for ESOL services.

If answered "yes" to any one of these questions, please indicate date student entered school in the U.S. for the first time (____/____/____)

(MUST ANSWER)

Has parent/guardian moved within the last three years from another county/state due to working in agriculture, fishing, or dairy activities? ☐Yes ☐No

Student Housing Questionnaire- Project HEART- McKinney Vento Application

This questionnaire is intended to address the McKinney-Vento Act 42 U.S.C. 11435. The answers to this housing information help determine the services the student may be eligible to receive.

1. Is your current address a temporary living arrangement? ☐Yes ☐No
2. Is this temporary living arrangement due to loss of housing or economic hardship? ☐Yes ☐No

If you answered YES to the above questions, please complete the remainder of this form. If you answered NO, you may stop here.

Where is the student presently living? (Check one box.)

- ☐ In a motel/hotel
- ☐ In an emergency shelter (Salvation Army, Hope or Family Resources)
- ☐ With more than one family in a house or apartment (parent/guardian not on lease)
- ☐ Moving from place to place
- ☐ In a place not designed for ordinary sleeping accommodations such as a car, park, or campsite

Required: Enrolling parent must read, sign and date this section.

Pursuant to section 837.06, Fl Statutes (2008), whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty shall be guilty of a misdemeanor of the second degree. I hereby certify that I have custody of my child at least 50% of the time and that I have read all information on this form and that all answers I have given are true and correct.

Enrolling Parent Signature _____ **Date**_____

Print First Name_____ **Print Last Name**_____

NORTH RIVER CHARTER ACADEMY

Collection of Student Social Security Numbers

Section 1008.386, F.S. requires school districts to request a social security number for each student in grades PK-Adult who enroll or are enrolled in school. However, a student is **not** required to provide his or her social security number as a condition of enrollment or graduation.

1008.386 Social security numbers used as student identification numbers.—Each district school board shall request that each student enrolled in a public school in this state provide his or her social security number. Each school district shall use social security numbers as student identification numbers in the management information system maintained by the school district. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The school district shall include the social security number in the student's permanent records and shall indicate if the student identification number is not a social security number. The Commissioner of Education shall provide assistance to school districts to assure that the assignment of student identification numbers other than social security numbers is kept to a minimum and to avoid duplication of any student identification number.

The collected social security number may be used for all or some of the following purposes:

1. Registration and tracking of students, including State Reporting
2. Local Accountability
3. FASTER
4. Migrant Tracking

Instructions: Please check <u>one</u> of the boxes below to indicate your choice, and complete the information at the bottom of the form.

☐ **I will provide** the school district with a copy of the above student's social security card/number.
**If this information is provided, please give the parent a signed copy of this form for their records.*

_____-_____-_____
Student's Social Security Number

☐ **I will not provide** the school district with a copy of the above student's social security card/number.

☐ **I cannot provide** the school district with a copy of the above student's social security card/number.

_____ _____
Print Student Name **Student Grade**

_____ _____ _____
Print Parent Name **Parent Signature** **Date**

To be completed by the school:

I, _____, _____ @ _____ ES / MS / HS
print name print title name of school

have verified the social security # by visually checking the student's social security card.

_____ _____
Signature Date

NORTH RIVER CHARTER ACADEMY

SUPERINTENDENT OF SCHOOLS

SCHOOL DISTRICT OF MANATEE COUNTY
REQUEST FOR STUDENT RECORDS

Date of request _____

- ☐ 1st request _____ (Registrar) _____ (Date)
- ☐ 2nd request _____ (Guidance Clerk) (If Applicable) _____ (Date)
- ☐ 3rd request _____ (Guidance Clerk) (If Applicable) _____ (Date)
- ☐ 4th request _____ (Counselor) (If Applicable) _____ (Date)

TO: Records Dept. _____
(Name of School)

_____
(Address) (City) (State) (Zip)

_____ _____ _____
(Email) (Phone) (Fax)

RE: Student _____ _____ _____
(Last) (First) (Middle) (DOB) (Grade)

Student _____ _____ _____
(Last) (First) (Middle) (DOB) (Grade)

Student _____ _____ _____
(Last) (First) (Middle) (DOB) (Grade)

PLEASE FORWARD RECORDS TO:
(Email is preferred method)

_____
(Registrar)

_____
(School)

_____
(Address) (City) (State) (Zip)

_____ _____ _____
(Email) (Phone) (Fax)

Include:
- ☐ **Student External ID number**
- ☐ **Student Alias ID number**
- ☐ **Student Grades/Transcript**
- ☐ **Withdrawal Grades** (if student left during current year)
- ☐ **Health Records** (including physical and immunization records)
- ☐ **Grading Scale For Your School**
- ☐ **Test Scores**
- ☐ **Exceptional Student Education Records** (Referral, eligibility/placement data and current IEP (FSP – pre-school))
- ☐ **Psycho-Educational Evaluation, Social History 504 Plan, other pertinent educational information**
- ☐ **English Language Learners**

Requestor _____ **Date** _____
(Enrolling Parent)

FLORIDA STATE BOARD RULE: 6A-1.0955 (7b)

a. The transfer of records shall be immediately upon request of an adult student a parent or guardian of a pupil or a receiving school. The principal or designee shall transfer a copy of all Category A and Category B information and shall retain a copy of Category A information; however, student records which are required for audit purposes for programs listed in Section 229.565(3), Florida Statute shall be maintained in the district for the time period indicated in Rule 6A-1.04513, FAC.

b. The transfer of adult student or pupil education records shall not be delayed for nonpayment of a fee or fine assessed by the school.

Manatee County School Health Services

ANNUAL STUDENT MEDICAL / HEALTH INFORMATION

School _____ **School Year**_____ **Gr** _____ **Teacher** _____

All contact information on this form must match the official names and contact numbers given to the school

Student's Legal Last Name	Student's Legal First Name	MI	Birth Date	Age	Sex

Address/City/State/Zip _____ Home Telephone _____

Mother's Name	Place of Employment	Cell #	Work Telephone

Father's Name	Place of Employment	Cell #	Work Telephone

Additional Emergency and Clinic Contact/Pick-up List: Should my child become ill or injured during the school day and the school be unable to contact me, I hereby give the school permission to contact one or more of the following persons to pick up my child at school and care for my child during my absence. **Contact(s) should be the same name(s) as on the BioForm record in school office.**

(1) Name	Relationship	Telephone	(2) Name	Relationship	Telephone

(3) Name	Relationship	Telephone	(4) Name	Relationship	Telephone

OTHER CHILDREN (1) _____ Name _____ School/Grade (2) _____ Name _____ School/Grade

PHYSICIAN_____ **PHONE**_____ **DENTIST**_____ **PHONE**_____

MEDICAL PROBLEMS (check all that apply/use additional sheet to specify if necessary) **MEDICAID** ☐ **Yes** ☐ **No**

- ☐ ADHD
- ☐ Allergy- ☐ Food ☐ Medicine ☐ Insects
  Specify _____
  Life Threatening? ___Yes ___No
- ☐ Arthritis – Specify_____
- ☐ Asthma - Date of last attack _____
- ☐ Cerebral Palsy
- ☐ Diabetes – Type _____
  Insulin at School – Yes / No
- ☐ Epilepsy/Seizure – date of last Seizure _____
- ☐ Gastrointestinal Condition – Specify _____
- ☐ Hearing Impairment / Hearing Aids
- ☐ Heart Disease/Murmur
  Diagnosis_____
- ☐ Hemophilia
- ☐ Hypertension
- ☐ Hypoglycemia
- ☐ Immuno-suppression / Cancer
- ☐ Kidney/Urologic Condition
  Specify _____
- ☐ Diagnosed Migraines
- ☐ Muscular Dystrophy
- ☐ Autism Spectrum Disorder (ASD)
- ☐ Physical Impairment
  Specify _____
- ☐ Pregnancy – Due Date _____
- ☐ Psychological Disorders
  Specify _____
- ☐ Scoliosis
- ☐ Sickle Cell Disease
- ☐ Speech Impairment
- ☐ Transplant _____
- ☐ Vision Impairment / Blind
  Glasses / Contact Lens

Other – Specify _____

A completed Medication Authorization form is required for all medication administered at school, including epinephrine auto-injector, inhalers and over the counter medication. Parents must provide all medication, equipment and supplies needed at school.

If your child needs a nursing procedure, or has a physical limitation or activity restriction, you **must** provide medical documentation to the nurse.

List medications and dosage your child takes at home _____

ADDITIONAL INFORMATION _____

In case of accident or serious illness during the school day, I request that the school contact me. In case of an emergency, I hereby give the school permission for my child to be transported by Emergency Medical Services to the hospital and given the necessary treatment. I understand that I will be responsible for any and all related charges. I understand that it is the parent's/guardian's responsibility to notify the school of any changes in this information throughout the school year and complete a new medical information form each school year. This information will become part of the student's permanent school record.

THIS INFORMATION WILL BE SHARED WITH OTHER SCHOOL AND MEDICAL PERSONNEL WHO HAVE A NEED TO KNOW.

_____

Signature: Enrolling Parent / Legal Guardian Date

_____

Print: Enrolling Parent / Legal Guardian Date

NORTH RIVER CHARTER ACADEMY

BEFORE/AFTER SCHOOL CARE FINANCIAL FORM

By placing your ***initial*** and signature below, you are confirming that you have received the Before/After School Care Parent Guide and will abide by the service guidelines and policies set forth.

Student's Legal Name_____
Last First Middle Nickname

_____**Fees:** All fees must be paid by ***FRIDAY*** each week the services are rendered. Tuition is expected based on the student's enrollment and will be billed weekly to the student's account for their days of attendance.

Before School Care cost is $2 per student per day. After School Care cost is $11 per student per day on regular school days. There is a $50 registration fee per school year. Additional siblings receive a 10% discount on fees.

_____**Early Release Days:** An additional charge of $5 per student will be assessed for early release days. Sibling discounts will apply.

_____**Enrollment:** The parent/legal guardian that enrolls the child for School Age Child Care (SACC) services are responsible for weekly service fees. Personnel will not participate in custody disagreements between parents.

_____**Late Payment:** A late payment fee of $25 per student will be billed to the student's account on *Monday* for payments that are not made by 6:00 p.m. Friday of the previous week.

_____**Late Pick Up:** The After School services close promptly at **6:00 p.m**. A late fee of $1 per minute per student will be charged. Late pick up fees must be paid on the date the fees occur. *Tardiness in excess of 30 minutes past closing (6:30 p.m.) will result in notification of Law Enforcement.*

_____**Payment Methods:** Mastercard, Visa, Debit card, checking account withdrawal, money order, or personal check are accepted forms of payment. **NO cash please.**

_____**Subsidized Child Care:** *Parents may contact the school office should they need assistance with the cost of After School Care.*

_____**Student Conduct:** Discipline shall be consistent with the standards outlined in the school's discipline policy. Parent(s) and legal guardian(s) should be mindful that their child's participation in the After School Care Program is a privilege.

Payment Method:

Credit/Debit Card Name on card: _____
Card Number:_____ Exp date:_____ CVC: _____

Automatic withdrawal from checking account: Please attach voided check

I understand that this Acknowledgement Form will be kept in my child's file as an official document.

_____ _____
Parent/Legal Guardian Signature Date

NORTH RIVER CHARTER ACADEMY

PHOTO/WEBSITE RELEASE AUTHORIZATION

From time to time, photos will be taken of students and student activities. **North River Charter Academy** reserves the right to use photos for classroom websites, news releases, posting on the school's website and school's Face Book page, the Yearbook, school-related videos, slideshow presentations and for marketing purposes. These photos and or website postings may include a child's first name and school work. Your child's last name or personal information will **NEVER** be included in photos or website postings. The main purpose of our website is to improve communication between school and home and to celebrate student accomplishments though out this year.

_____ _____
STUDENT'S NAME GRADE

_____ _____
PARENT'S/ GUARDIAN'S NAME DATE

_____**YES**, I grant permission for North River Charter Academy to use my child's photo, first name, videos and school work for the publications or websites listed above.

_____**No, I DO NOT** grant permission for North River Charter Academy to use my child's photo and first name in school videos, or, their school work for the publications listed above.

_____ _____
PARENT'S/GUARDIAN'S SIGNATURE DATE

ATTACHMENT T

Evidence of demand for school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts)

FARM BUREAU INSURANCE COMPANIES
Auto • Home • Life • Health • Business • Retirement

March 21, 2023

Manatee County School Board
215 Manatee Ave W
Bradenton, FL 34205

Dear Manatee School Board Members:

It is my pleasure to write a letter in support of North River Charter Academy. I believe North River Charter Academy will be an asset to the Parrish community.

North River Charter Academy will provide an educational choice to families in the community, one with rigorous academics and core values of safety, community, fun, and personal growth. High standards combined with consistent discipline and a family-oriented atmosphere will prepare students for success in their future and create positive contributing citizens.

I believe the addition of another charter school in the Parrish area would assist with the current population growth and give parents another choice for their children's education. As such, I strongly support the application and vision of North River Charter Academy as another means of enhancing our students learning in the Parrish community.

Sincerely,

Clint Bailey
Agency Manager-Farm Bureau Insurance
2025 60th Ave E
Ellenton, FL 34222
941-531-9738

Manatee County Commissioner
James Satcher, District 1

03/20/2023

Dear Charles Malatesta:

With population growth comes new needs, particularly in education. As the Parrish community grows in Manatee County, new schools will need to be built to accommodate the influx of new students.

This is an important consideration for communities that are experiencing rapid population growth as they will need to ensure there are adequate resources and services available for their citizens. It is essential that the local government takes a stance and supports this application for a new charter school and prepares them for a successful future.

Sincerely,

James Satcher Commissioner District 1

This correspondence is being sent from James Satcher as an individual County Commissioner.

Contact Information: james.satcher@mymanatee.org • Phone: (941) 745-3701 • Fax: (941) 745-3790
1112 Manatee Avenue West, Bradenton, FL 34205
Website: www.mymanatee.org

March 22, 2023

Dear Manatee County School Board,

I am writing to request your assistance in advocating for establishing an additional charter school in Parrish, Manatee County, Florida.

As you may be aware, the current public education system in our area is facing numerous challenges, including overcrowded classrooms, insufficient resources, and limited academic options. These issues significantly impact the quality of education our children receive and can hinder their ability to succeed in the future. Charter schools have been shown to provide an effective alternative to traditional public schools by offering greater flexibility, innovation, and choice for students and families.

However, in our community, there are only a few charter school options available, and they are unable to meet the growing demand. I firmly believe that increasing the number of charter schools in our area will help address the current challenges in our education system and provide better opportunities for our children. Therefore, I request your support in advocating for establishing North River Charter Academy in Parrish, Manatee County, Florida.

Thank you for your attention to this matter, and I look forward to your support in this important endeavor.

Sincerely,

Clint Seeley
Owner
North River Pizza
3304 Box Turtle Terrace
Parrish, Florida 34219
Northriverpizza@gmail.com



March 22, 2023

Dear Manatee County School Board,

I am writing to request your assistance in advocating for establishing an additional charter school in Parrish, Manatee County, Florida.

As you may be aware, the current public education system in our area is facing numerous challenges, including overcrowded classrooms, insufficient resources, and limited academic options. These issues significantly impact the quality of education our children receive and can hinder their ability to succeed in the future. Charter schools have been shown to provide an effective alternative to traditional public schools by offering greater flexibility, innovation, and choice for students and families.

However, in our community, there are only a few charter school options available, and they are unable to meet the growing demand. I firmly believe that increasing the number of charter schools in our area will help address the current challenges in our education system and provide better opportunities for our children. Therefore, I request your support in advocating for establishing North River Charter Academy in Parrish, Manatee County, Florida.

Thank you for your attention to this matter, and I look forward to your support in this important endeavor.

Sincerely,

Clint Seeley
Owner
North River Pizza
3304 Box Turtle Terrace
Parrish, Florida 34219
Northriverpizza@gmail.com



PARRISH
CIVIC ASSOCIATION

Parrish Civic Association, Inc.

A 501(c)(4) Civic Organization

May 29, 2023

Dear Sir or Madam:

Please accept this as a letter of support from the Parrish Civic Association regarding the proposed build of another school within the Parrish Community by FORZA.

The Parrish community has seen exponential residential growth over the last three to five years and the PCA is often made aware of concerns about the lack of adequate schooling in the area. The average age of people buying homes and moving into the community is 40 to 45 years old, many of which have school-aged children.

In addition to the current residential growth that has already occurred, Manatee County has approved additional residential projects in Parrish and the surrounding areas that will result in the building of over 10,000 new homes in the next two to five years.

The PCA is supportive of the goal of opening additional schools in the community as there is a large current and future need for additional schools. The current schools that are in place are not sufficient for the student population and with the growth continuing, this problem will continue to grow and get worse.

Should you have any questions or concerns please feel free to contact me at president@parrishcivicassociation.com or (330) 416-5992.

Sincerely,

Parrish Civic Association, Inc.

Jennifer L. Hamey, Esq., President

Board of Directors

Jennifer Hamey, Esq. *President*

Norma Kennedy
Vice President

Carey Girardi
Treasurer

Cindy Chin
Secretary

Tami Vaughan
Editor, Publisher
Parrish Village News

Board Members
Bradley Anderson
Alan Jones
Lorraine Prosser
Priscilla Trace
Cheri Coryea
Stephen Reha

ATTACHMENT U

Evidence of facility funding sources

buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

March 30, 2023

RE: North River Charter Academy

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to supporting North River Charter Academy in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school up to $500,000 to help with the startup costs. The proposed terms have a five-year term with a 1% commitment fee and a 6% annual interest rate, subject to approval of the charter contract and board.

Sincerely,

Richard Moreno

President – Building Hope Services, LLC

FORZA Education Management
FORZAedu.com

April 10, 2023

School District of Manatee County
2501 63rd Avenue East
Bradenton, FL 34203

Dear Ms. Hyer,

FORZA Education Management (FORZA) opened on January 1, 2013. FORZA operates three large-scale K-8 charter schools and four private preschools in Naples, Parrish, and Bonita Springs. FORZA is prepared to provide financial support to North River Charter Academy to acquire land or a facility for the new charter school. In addition, FORZA will provide additional financial support for any start-up costs associated with opening the school.

Please contact me if you need additional information or have any questions.

Sincerely,

Chuck S. Malatesta, M.Ed.
Chief Executive Officer
FORZA Education Management
FORZA Child Development Center
727-642-9319
CMalatesta@FORZAedu.com

ALLIANCECOS
REAL ESTATE DEVELOPMENT
ESTABLISHED 1994

April 4, 2023

School District of Manatee County
Office of Charter Schools
2501 63rd Avenue East
Bradenton, FL 34203

Dear Ms. Hyer,

Please be advised that my firm has built over 30 charter school facilities comprising of more than 25,000 student stations since 2004. We have built and completed schools in Miami-Dade, Broward, Palm Beach, Brevard, St. Lucie, Lee counties, and of course, Parrish Charter Academy in Manatee County.

My firm is prepared to provide financial and facilities development resources to North River Charter Academy to meet its educational mission to the parents and students of the school. We have references available upon request. My biography is included for your perusal, and please contact me if you have any questions or comments.

Sincerely,

Robert Cambo
Managing Partner
Alliance Commercial Real Estate Development, Inc.
www.alliancecos.com
786 675 6270 (d)
786 822 9100 (m)

ALLIANCECOS
REAL ESTATE DEVELOPMENT
ESTABLISHED 1994

BIOGRAPHY

Robert Cambó, Managing Partner for AllianceCos. Commenced his real estate career with the Codina Group in 1984. At the time of his departure, Robert had completed over two million square feet of commercial lease transactions. In 1994, he founded Cambó Realty, Inc., a Commercial Real Estate Brokerage company focusing on industrial, retail, and office. The company advised Brighton Group on Blue Lagoon Business Park, a 400,000-square-foot mixed-use development sold to AMB Institutional Realty. In 1999, Cambó Realty merged its marketing operations with Alliance Commercial Real Estate Group, adding offices in Dallas and Chicago. Alliance Development was incorporated to provide development services to land owners and passive investors. As a result, Robert produced the joint venture developments Costa Corporate Centre and Doral Commerce Park, which sold for over $50,000,000.

In 2004, Robert was approached by the President of Charter Schools USA, Jonathan Hage, to find suitable facilities for growing his Charter Schools in South Florida. At that time, Robert struggled to find a suitable school for his son Michael, who was diagnosed with severe Autism. From 2004-2007 Robert developed the Patriot School for the City of Palm Bay and North Broward Academy in Fort Lauderdale. In 2008, Robert (together with a devoted educator and two other parents affected by Autism) co-founded the South Florida Autism Charter School, to which he donates his time as Board Vice Chairman. Today the school serves 300 students from grades K-12, entirely tuition free. At that point, Robert was dedicating 100% of his practice to Charter Schools and expanding their classrooms to serve more students. To date, Alliance has developed 30 facilities serving more than 25,000 students in 16 counties statewide.

Robert attended and graduated Harvard University's Real Estate Leadership Program in 2006. He received a Master's Degree in Business Administration from the University of Miami in 1989, and his Bachelor's Degree in Business Administration from George Washington University in 1981.

Robert has been married for 31 years to his wife, Patricia, with four adult sons, Robert A.,33, Michael 30, Richard 29 and Nicolas 27. He resides in Coral Gables, Fl.

ATTACHMENT V

Not Applicable

ATTACHMENT W

Florida Charter School Revenue Estimating Worksheet

41 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for North River Charter Academy Charter School

Based on the 2023-24 FEFP Conference Calculation

School District: Manatee

1A. 2023-24 FEFP State and Local Funding

Base Student Allocation	$5,139.73	Comparable Wage Factor	1.0000
		Small District Factor	0.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE	2023-24 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	302	1.122	338.8440	$ 1,741,567
111 Basic K-3 with ESE Services	50	1.122	56.1000	$ 288,339
102 Basic 4-8	90	1.000	90.0000	$ 462,576
112 Basic 4-8 with ESE Services	12	1.000	12.0000	$ 61,677
103 Basic 9-12	0	0.988	0.0000	$ -
113 Basic 9-12 with ESE Services	0	0.988	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*	0	3.706	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*	0	3.706	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*	0	3.706	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*	0	5.707	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*	0	5.707	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*	0	5.707	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	17	1.208	20.5360	$ 105,549
130 ESOL *(Grade Level 4-8)*	5	1.208	6.0400	$ 31,044
130 ESOL *(Grade Level 9-12)*	0	1.208	0.0000	$ -
300 Career Education *(Grades 9-12)*	0	1.072	0.0000	$ -
Totals	476.00		523.5200	$ 2,690,752

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	2023-24 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement	0	$ -
International Baccalaureate	0	$ -
Advanced International Certificate	0	$ -
Industry Certified Career Education	0	$ -
Early High School Graduation	0	$ -
Small District ESE Supplement	0	$ -
Dual Enrollment	0	$ -
Total Additional FTE	0.0000 Additional Base Funds	$ -
Total Funded Weighted FTE	523.5200 Total Base Funding	$ 2,690,752

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (4.52% of Base Funding)	(g) (k)	$ 2,690,752	X	4.52%	$ 121,622
Growth Portion (1.41% of Base Funding)	(g) (k)	$ 2,690,752	X	1.41%	$ 37,940
Total Salary Increase Allocation					$ 159,562

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	50.0	PK-3	251	$ 1,011	$ 50,550
	0.0	PK-3	252	$ 3,266	$ -
	0.0	PK-3	253	$ 6,664	$ -
	12.0	4-8	251	$ 1,134	$ 13,608
	0.0	4-8	252	$ 3,388	$ -
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.	0.0	4-8	253	$ 6,787	$ -
	0.0	9-12	251	$ 807	$ -
	0.0	9-12	252	$ 3,062	$ -
	0.0	9-12	253	$ 6,460	$ -
Total FTE with ESE Services	62.00	Total ESE Guarantee			$ 64,158

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: 476.00	÷	District's		53,766.67
			=		0.8853%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's

WFTE share.	Charter School WFTE: 523.52	÷	District's		58,261.88
			=		0.8986%

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: 476.00	÷	District's Total Non-Scholarship UFTE:		50,491.90
			=		0.9427%

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: 476.00	÷	District's Total Non-Virtual UFTE:		53,739.51
			=		0.8858%

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:	476.00	÷	District's Total Non-Virtual and Non-Scholarship UFTE:				50,464.74
					=			0.9432%
4. Educational Enrichment Share (Non-Virtual UFTE share)			(e)	13,266,135	x	0.8858%	$	117,511
5. Discretionary Millage Compression Allocation								
.748 Mills (UFTE share)			(b)	0	x	0.8853%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)			(f)	4,380,007	x	0.9432%	$	41,312
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)			(b)	2,785,253	x	0.9427%	$	26,257
8. Discretionary Local Effort (WFTE share)			(c)	49,473,130	x	0.8986%	$	444,566
9. Proration to Funds Available (WFTE share)			(c)	0	x	0.8986%	$	-
10. Class Size Reduction Funds:								
	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	415.4800		1.0000		947.59	=	393,705	
4-8	108.0400		1.0000		904.74	=	97,748	
9-12	0.0000		1.0000		906.93	=	0	
Total *	523.5200					Total Class Size Reduction Funds	$	491,453
*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*								
11. Student Transportation			(h)					
Enter All Adjusted Fundable Riders		136			x	564	$	76,704
Enter All Adjusted ESE Riders		0			x	1,757	$	-
12. Federally Connected Student Supplement			(i)					
Impact Aid Student Type	Number of Students			Exempt Property Allocation		Impact Aid Student Allocation		Total
Military and Indian Lands	0			$0.00		$0.00	$	-
Civilians on Federal Lands	0			$0.00		$0.00	$	-
Students with Disabilities	0					$0.00	$	-
Total							$	-
13. Food Service Allocation			(j)					
Total							$	3,952,713
14. Total Less Salary Increase Allocation (for administrative fee calculation)						(k)	$	3,793,151
15. Funding for the purpose of calculating the administrative fee for ESE charter schools.						(l)		
If you have more than a 75% ESE student population, please place a 1 in the following box:							$	-

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 2A.

(c) District allocations multiplied by percentage from item 2B.

(d) District allocations multiplied by percentage from item 2C.

(e) District allocations multiplied by percentage from item 2D.

(f) District allocations multiplied by percentage from item 2E.

(g) This allocation will be frozen as of the 2023-24 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Base FEFP Percentage Increase	1.44%	1.44%	1.44%	1.44%	1.44%
Assumed Other Funds Percentage Increase	3.20%	3.20%	3.20%	3.20%	3.20%
Assumed ESE Guarantee Income % Increase	0%	0%	0%	0%	0%
District Cost Differential	1.0000	1.0000	1.0000	1.0000	1.0000
Small District Factor	0.0000	0.0000	0.0000	0.0000	0.0000
Base Student Allocation	$5,213.62	$5,288.57	$5,364.59	$5,441.71	$5,519.94

FEFP State and Local Funding

	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
101 Basic K-3	302.000	1.116	$1,756,762.00	315.000	1.116	$1,858,726.00	343.000	1.116	$2,053,042.00	414.000	1.116	$2,513,639.00	428.000	1.116	$2,635,999.00
111 Basic K-3 with ESE Services	50.000	1.116	$290,855.00	53.000	1.116	$312,738.00	58.000	1.116	$347,162.00	71.000	1.116	$431,083.00	74.000	1.116	$455,757.00
102 Basic 4-8	90.000	1.000	$469,226.00	182.000	1.000	$962,519.00	275.000	1.000	$1,475,263.00	514.000	1.000	$2,797,041.00	645.000	1.000	$3,560,362.00
112 Basic 4-8 with ESE Services	12.000	1.000	$62,563.00	22.000	1.000	$116,348.00	31.000	1.000	$166,302.00	58.000	1.000	$315,619.00	70.000	1.000	$386,396.00
103 Basic 9-12	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00
113 Basic 9-12 with ESE Services	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00
254 ESE Level 4 (Grade Level PK-3)	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00
254 ESE Level 4 (Grade Level 4-8)	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00
254 ESE Level 4 (Grade Level 9-12)	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00	0.000	3.706	$0.00
255 ESE Level 5 (Grade Level PK-3)	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00
255 ESE Level 5 (Grade Level 4-8)	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00
255 ESE Level 5 (Grade Level 9-12)	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00	0.000	5.707	$0.00
130 ESOL (Grade Level PK-3)	17.000	1.208	$107,067.00	18.000	1.208	$114,995.00	20.000	1.208	$129,609.00	25.000	1.208	$164,340.00	26.000	1.208	$173,370.00
130 ESOL (Grade Level 4-8)	5.000	1.208	$31,490.00	10.000	1.208	$63,886.00	15.000	1.208	$97,206.00	28.000	1.208	$184,061.00	35.000	1.208	$233,383.00
130 ESOL (Grade Level 9-12)	0.000	1.208	$0.00	0.000	1.208	$0.00	0.000	1.208	$0.00	0.000	1.208	$0.00	0.000	1.208	$0.00
300 Career Education (Grades 9-12)	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00	0.000	1.002	$0.00
Total Enrollment	**476.000**		**$2,717,963**	**600.0**		**$3,429,212**	**742.0**		**$4,268,584**	**1,110.0**		**$6,405,783**	**1,278.0**		**$7,445,267**

Additional FTE

	Addt'l FTE	Base	Addt'l FTE	Base	Addt'l FTE	Base	Addt'l FTE	Base	Addt'l FTE	Base
Advanced Placement	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
International Baccalaureate	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Advanced International Certificate	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Industry Certified Career Education	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Early High School Graduation	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Small District ESE Supplement	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Dual Enrollment	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Total Enrollment	**0.0**	**$0**	**0.0**	**$0**	**0.0**	**$0**	**0.0**	**$0**	**0.0**	**$0**

ESE Guarantee

	Enr	ESE Rate	ESE Amount	Enr	ESE Rate	ESE Amount	Enr	ESE Rate	ESE Amount	Enr	ESE Rate	ESE Amount	Enr	ESE Rate	ESE Amount
PK-3 - Matrix Level 251	50.0	$1,011	$50,550.00	53.0	$1,011	$53,583.00	58.0	$1,011	$58,638.00	71.0	$1,011	$71,781.00	74.0	$1,011	$74,814.00
PK-3 - Matrix Level 252	0.0	$3,266	$0.00	0.0	$3,266	$0.00	0.0	$3,266	$0.00	0.0	$3,266	$0.00	0.0	$3,266	$0.00
PK-3 - Matrix Level 253	0.0	$6,664	$0.00	0.0	$6,664	$0.00	0.0	$6,664	$0.00	0.0	$6,664	$0.00	0.0	$6,664	$0.00
4-8 - Matrix Level 251	12.0	$1,134	$13,608.00	22.0	$1,134	$24,948.00	31.0	$1,134	$35,154.00	58.0	$1,134	$65,772.00	70.0	$1,134	$79,380.00
4-8 - Matrix Level 252	0.0	$3,388	$0.00	0.0	$3,388	$0.00	0.0	$3,388	$0.00	0.0	$3,388	$0.00	0.0	$3,388	$0.00
4-8 - Matrix Level 253	0.0	$6,787	$0.00	0.0	$6,787	$0.00	0.0	$6,787	$0.00	0.0	$6,787	$0.00	0.0	$6,787	$0.00
9-12 - Matrix Level 251	0.0	$807	$0.00	0.0	$807	$0.00	0.0	$807	$0.00	0.0	$807	$0.00	0.0	$807	$0.00
9-12 - Matrix Level 252	0.0	$3,062	$0.00	0.0	$3,062	$0.00	0.0	$3,062	$0.00	0.0	$3,062	$0.00	0.0	$3,062	$0.00
9-12 - Matrix Level 253	0.0	$6,460	$0.00	0.0	$6,460	$0.00	0.0	$6,460	$0.00	0.0	$6,460	$0.00	0.0	$6,460	$0.00
Total ESE Guarantee	**62**		**$64,158**	**75**		**$78,531**	**89**		**$93,792**	**129**		**$137,553**	**144**		**$154,194**

Additional Calculations

	(3A) UFTE	(3B) WFTE	(3A) UFTE	(3B) WFTE	(3A) UFTE	(3B) WFTE	(3A) UFTE	(3B) WFTE	(3A) UFTE	(3B) WFTE
Charter School Enrollment	476.0	521.3	600.0	648.4	742.0	795.7	1,110.0	1,177.2	1,278.0	1,348.8
Overall District Enrollment	53,766.7	58,261.88	53,766.7	58,261.9	53,766.7	58,261.9	53,766.7	58,261.9	53,766.7	58,261.9
Charter Percentage of District	**0.88530%**	**0.89480%**	**1.11593%**	**1.11294%**	**1.38004%**	**1.36572%**	**2.06448%**	**2.02047%**	**2.37694%**	**2.31505%**

	(3C) UFTE NonSchlrshp	(3D) UFTE NonVirtual	(3E) UFTE NonSchlrshp nor Virtual	(3C) UFTE NonSchlrshp	(3D) UFTE NonVirtual	(3E) UFTE NonSchlrshp nor Virtual	(3C) UFTE NonSchlrshp	(3D) UFTE NonVirtual	(3E) UFTE NonSchlrshp nor Virtual	(3C) UFTE NonSchlrshp	(3D) UFTE NonVirtual	(3E) UFTE NonSchlrshp nor Virtual	(3C) UFTE NonSchlrshp	(3D) UFTE NonVirtual	(3E) UFTE NonSchlrshp nor Virtual
Charter School Enrollment	476.0	476.0	476.0	600.0	600.0	600.0	742.0	742.0	742.0	1,110.0	1,110.0	1,110.0	1,278.0	1,278.0	1,278.0
Overall District Enrollment	50,491.9	53,739.51	50,464.74	50,491.9	53,739.5	50,464.7	50,491.9	53,739.5	50,464.7	50,491.9	53,739.5	50,464.7	50,491.9	53,739.5	50,464.7
Charter Percentage of District	**0.94270%**	**0.88580%**	**0.94320%**	**1.18830%**	**1.11650%**	**1.18890%**	**1.46950%**	**1.38070%**	**1.47030%**	**2.19840%**	**2.06550%**	**2.19960%**	**2.53110%**	**2.37810%**	**2.53250%**
UFTE Shares (Unweighted Full Time Enrollment)															
Discretionary Millage Compression Allocation	$0	0.88530%	$0	$0	1.11593%	$0	$0	1.38004%	$0	$0	2.06448%	$0	$0	2.37694%	$0
UFTE Non-Scholarship Shares															
Mental Health Assistance Allocation	$2,874,426	0.94270%	$27,097	$2,874,426	1.18830%	$34,157	$2,874,426	1.46950%	$42,240	$2,874,426	2.19840%	$63,191	$2,874,426	2.53110%	$72,755
UFTE Non-Virtual Shares															
Educational Enrichment Shares	$13,690,867	0.88580%	$121,274	$13,690,867	1.11650%	$152,859	$13,690,867	1.38070%	$189,030	$13,690,867	2.06550%	$282,785	$13,690,867	2.37810%	$325,583
UFTE Non-Scholarship and Non-Virtual Shares															
Safe Schools Allocation	$4,520,238	0.94320%	$42,635	$4,520,238	1.18890%	$53,741	$4,520,238	1.47030%	$66,461	$4,520,238	2.19960%	$99,427	$4,520,238	2.53250%	$114,475
WFTE Shares (Weighted Full Time Enrollment)															
Discretionary Local Effort	$51,057,075	0.89480%	$456,859	$51,057,075	1.11294%	$568,235	$51,057,075	1.36572%	$697,298	$51,057,075	2.02047%	$1,031,592	$51,057,075	2.31505%	$1,181,999
Proration to Funds Available	$0	0.89480%	$0	$0	1.11294%	$0	$0	1.36572%	$0	$0	2.02047%	$0	$0	2.31505%	$0
Class Size Reduction Funds															
Class Size Reduction Funds (PK-3)	413.2800	$977.93	$404,158	432.34	$1,009.24	$436,334	471.58	$1,041.55	$491,170	571.34	$1,074.90	$614,130	591.51	$1,109.31	$656,173
Class Size Reduction Funds (4-8)	108.04	$933.71	$100,878	216.08	$963.60	$208,215	324.12	$994.45	$322,321	605.82	$1,026.29	$621,751	757.28	$1,059.15	$802,071
Class Size Reduction Funds (9-12)	0.00	$935.97	$0	0.00	$965.93	$0	0.00	$996.86	$0	0.00	$1,028.77	$0	0.00	$1,061.71	$0
Class Size Reduction Totals	**521.3200**		**$505,036**	**648.42**		**$644,549**	**795.70**		**$813,491**	**1,177.16**		**$1,235,881**	**1,348.79**		**$1,458,245**
Transportation Funds															
Transportation - All Fundable Riders	136	$564.00	$76,704	204	$582.06	$118,740	204	$600.69	$122,541	340	$619.92	$210,774	340	$639.77	$217,523
Transportation - ESE Riders	0	$1,757.00	$0	0	$1,813.25	$0	0	$1,871.31	$0	0	$1,931.22	$0	0	$1,993.05	$0
Total Transportation Funding			**$76,704**			**$118,740**			**$122,541**			**$210,774**			**$217,523**
Federally Connected Student Supplement Funds															
Federal Military & Indian Lands	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0
Federal Civilians on Federal Lands	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0
Federal Students with Disabilities	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0	0.00	$0.00	$0
Fed. Connected Student Supplement	**0.00**		**$0**	**0.00**		**$0**	**0.00**		**$0**	**0.00**		**$0**	**0.00**		**$0**
FL Teachers Classroom Supply Assistance Prgm	31	0	$0	38	0	$0	47	0	$0	69	0	$0	79	0	$0

FEFP Totals

Total FEFP Funding	**$4,011,725**	**$5,080,023**	**$6,293,437**	**$9,466,987**	**$10,970,040**
Per Student Average	*$8,428*	*$8,467*	*$8,482*	*$8,529*	*$8,584*
District Percentage Fee	5.00%	5.00%	5.00%	5.00%	5.00%
Maximum Students For Fee	250	250	250	250	250
Amount designated for TSIA (Excluded from Fees)					
Maintenance Portion (4.52% of base)	$122,852	$155,000	$192,940	$289,541	$336,526
Growth Portion (1.41% of base)	$38,323	$48,352	$60,187	$90,322	$104,978
TSIA Designated Totals	**$161,175**	**$203,352**	**$253,127**	**$379,863**	**$441,504**
Total District Fee	$101,117	$101,597	$101,757	$102,332	$102,979
Total To Reallocate To Capital Outlay	$91,410	$142,236	$200,258	$352,024	$423,448

ATTACHMENT X

Proposed Operating Budget

North River Charter Academy

Five Year Budget Summary

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		476 (of 488)	600 (of 616)	742 (of 762)	1110 (of 1138)	1278 (of 1310)
Income						
Florida Educational Finance Program (FEFP)	$0	$4,011,725	$5,080,023	$6,293,437	$9,466,987	$10,970,040
Capital Outlay	$0	$0	$0	$672,230	$1,015,683	$1,181,102
IDEA Funds	$0	$0	$0	$0	$0	$0
Title 1 Funds	$0	$0	$0	$0	$0	$0
Other Federal Funds	$0	$0	$0	$0	$0	$0
School Lunch Program	$0	$176,040	$220,000	$272,138	$408,226	$469,865
Transportation Funds	$0	$0	$0	$0	$0	$0
Community Services	$0	$45,000	$67,500	$90,000	$90,000	$90,000
Financing, Investing and Loan Proceeds	$250,000	$400,000	$0	$0	$0	$0
Fees and Costs for Services	$0	$0	$0	$0	$0	$0
Other Income Sources	$0	$388,936	$462,000	$571,500	$853,500	$982,500
Undefined Revenue	$0	$0	$0	$0	$0	$0
Total Revenue	**$250,000**	**$5,021,701**	**$5,829,522**	**$7,899,305**	**$11,834,395**	**$13,693,506**
Expenses						
Employee Costs						
Employee Salaries	$95,000	$2,188,447	$2,730,258	$3,276,208	$4,686,627	$5,361,595
Employee Benefits	$4,381	$150,476	$201,946	$261,278	$405,386	$501,586
Employer Costs	$9,022	$205,266	$255,754	$306,363	$437,770	$500,678
Total Employee Costs	**$108,403**	**$2,544,190**	**$3,187,958**	**$3,843,850**	**$5,529,783**	**$6,363,859**
Academic Supplies	$0	$216,085	$139,408	$170,971	$367,201	$358,806
Services and Contracts	$40,000	$805,254	$943,870	$1,230,093	$1,768,609	$2,058,309
Rentals, Leases and Subscriptions	$180	$73,437	$81,792	$91,362	$117,608	$154,151
Facilities Costs	$0	$637,088	$803,866	$994,212	$1,484,190	$1,708,850
Insurance	$0	$39,780	$59,584	$73,309	$91,662	$132,755
Utilties	$0	$45,866	$66,206	$78,693	$89,444	$134,831
Maintenance	$0	$0	$0	$0	$0	$0
Furniture	$0	$20,400	$4,600	$5,200	$11,700	$5,900
AV / Computer Equipment	$1,380	$164,769	$21,810	$43,198	$110,361	$123,424
Software	$0	$0	$0	$0	$0	$0
Other Equipment & Supplies	$0	$0	$0	$0	$0	$0
Travel Costs	$0	$350	$368	$386	$405	$425
Food	$0	$149,409	$188,640	$233,523	$350,118	$403,146
Transportation	$0	$36,102	$51,235	$51,485	$66,967	$82,207
Other Expenses	$500	$119,753	$125,021	$334,950	$362,049	$382,738
Undefined Expenses	$0	$100,573	$127,421	$189,223	$284,710	$329,941
District Administrative Fees	$0	$0	$0	$0	$0	$0
Debt Services	$0	$500	$510	$520	$531	$541
Reserve Fund	$420	$7,000	$8,260	$9,660	$12,880	$14,560
Total Expenses	**$150,883**	**$4,960,556**	**$5,810,550**	**$7,350,637**	**$10,648,218**	**$12,254,444**
Net Revenue	**$99,117**	**$61,146**	**$18,972**	**$548,669**	**$1,186,177**	**$1,439,062**

North River Charter Academy

Five Year Budget Projections

Complete Budget - Manatee County

Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Income								
FEFP Calculations								
3310-01		Baes FEFP Funding	$0	$2,717,963	$3,429,212	$4,268,584	$6,405,783	$7,445,267
3310-02		FEFP - ESE Guaranteed Allocation	$0	$64,158	$78,531	$93,792	$137,553	$154,194
3310-03		FEFP - Supplemental Academic Instruction	$0	$121,274	$152,859	$189,030	$282,785	$325,583
3310-05		FEFP - Safe Schools Allocation	$0	$42,635	$53,741	$66,461	$99,427	$114,475
3310-08		FEFP - Mental Health Assistance Allocation	$0	$27,097	$34,157	$42,240	$63,191	$72,755
3310-12		FEFP - Discretionary Local Effort	$0	$456,859	$568,235	$697,298	$1,031,592	$1,181,999
3310-15		FEFP - Student Transportation Funds	$0	$76,704	$118,740	$122,541	$210,774	$217,523
3355		Class Size Reducation Allocations	$0	$505,036	$644,549	$813,491	$1,235,881	$1,458,245
		FEFP Subtotals	$0	$4,011,725	$5,080,023	$6,293,437	$9,466,987	$10,970,040
Federal Funding Sources								
		Federal Funding Sources Subtotals	$0	$0	$0	$0	$0	$0
School Lunch Program								
3261		NSLP - School Lunch Reimbursement	$0	$53,136	$67,306	$83,246	$126,346	$145,829
3262		NSLP - School Breakfast Reimbursement	$0	$4,320	$3,294	$4,104	$6,156	$7,128
3451		Selling Student Lunches	$0	$98,352	$123,768	$153,036	$228,276	$262,548
3452		Selling Student Breakfasts	$0	$20,232	$25,632	$31,752	$47,448	$54,360
		School Lunch Program Subtotals	$0	$176,040	$220,000	$272,138	$408,226	$469,865
Other Income Sources								
3397		Charter School Capital Outlay Funds	$0	$0	$0	$672,230	$1,015,683	$1,181,102
3473		School-Age Child Care Fees	$0	$45,000	$67,500	$90,000	$90,000	$90,000
3495		Other Miscellaneous Local Sources	$0	$388,936	$462,000	$571,500	$853,500	$982,500
3720		Loan Proceeds	$250,000	$400,000	$0	$0	$0	$0
		Other Income Sources Subtotals	$250,000	$833,936	$529,500	$1,333,730	$1,959,183	$2,253,602
		Total Income	**$250,000**	**$5,021,701**	**$5,829,522**	**$7,899,305**	**$11,834,395**	**$13,693,506**

Expenses

5100 - Basic Instruction

5100	120	Instr - Classroom Teacher Salaries	$0	$1,430,000	$1,787,225	$2,248,916	$3,365,597	$3,916,746
5100	130	Instr - Other Certified Staff Member	$0	$176,000	$232,650	$245,477	$303,147	$329,606
5100	140	Instr - Substitute Teachers	$0	$30,720	$39,168	$47,942	$40,750	$49,878
5100	210	Instr - Retirement	$0	$18,413	$23,164	$28,601	$41,732	$48,333
5100	220	Instr - FICA	$0	$125,209	$157,517	$194,489	$283,776	$328,662
5100	230	Instr - Group Insurance	$0	$96,048	$131,155	$176,331	$282,129	$358,833
5100	240	Instr - Worker's Compensation	$0	$20,459	$25,738	$31,779	$46,369	$53,703
5100	250	Instr - Unemployment Compensation	$0	$7,309	$8,856	$10,584	$15,120	$17,496
5100	360	Instr - Rentals	$0	$58,297	$62,853	$68,222	$82,165	$113,424
5100	510	Instr - Supplies	$0	$38,080	$27,000	$34,058	$51,968	$61,030
5100	520	Instr - Textbooks	$0	$169,390	$101,638	$123,665	$295,618	$275,155
5100	610	Instr - Library Books		$4,880	$6,160	$7,620	$11,380	$13,100
5100	644	Instr - Computer Hardware (Non Capitalized)	$0	$18,584	$0	$3,792	$11,010	$21,272
5100	730	Instr - Dues and Fees	$0	$476	$612	$772	$1,178	$1,383
5100	750	Instr - Other Personnel Services	$0	$4,760	$5,740	$6,860	$9,800	$11,340
		Total For 5100 (Basic Instruction)	$0	$2,198,626	$2,609,477	$3,229,108	$4,841,738	$5,599,962

5200 - Exceptional Education

5200	120	ESE - Classroom Teacher Salaries	$0	$110,000	$133,650	$145,735	$248,156	$272,516
5200	210	ESE - Retirement	$0	$1,238	$1,504	$1,640	$2,792	$3,066
5200	220	ESE - FICA	$0	$8,415	$10,224	$11,149	$18,984	$20,847
5200	230	ESE - Group Insurance	$0	$6,624	$7,286	$8,015	$17,633	$19,396
5200	240	ESE - Worker's Compensation	$0	$1,375	$1,671	$1,822	$3,102	$3,406
5200	250	ESE - Unemployment Compensation	$0	$432	$648	$648	$1,080	$1,296
5200	310	ESE - Professional and Technical Services	$0	$19,440	$24,235	$26,967	$38,968	$44,423
5200	510	ESE - Supplies	$0	$855	$1,025	$1,217	$1,767	$1,997
5200	750	ESE - Other Personnel Services	$0	$280	$420	$420	$700	$840
		Total For 5200 (Exceptional Education)	$0	$148,659	$180,663	$197,612	$333,181	$367,788

6200 - Instructional Media Services

6200	510	MediaC. - Supplies	$0	$2,380	$3,060	$3,860	$5,890	$6,917
		Total For 6200 (Instructional Media Services)	$0	$2,380	$3,060	$3,860	$5,890	$6,917

6400 - Instructional Staff Training

6400	140	ProfDev - Substitute Teachers	$0	$1,920	$2,448	$2,996	$4,584	$5,455
6400	210	ProfDev - Retirement	$0	$22	$28	$34	$52	$61
6400	220	ProfDev - FICA	$0	$147	$187	$229	$351	$417
6400	240	ProfDev - Worker's Compensation	$0	$24	$31	$37	$57	$68
6400	250	ProfDev - Unemployment Compensation	$0	$52	$66	$81	$124	$147
6400	310	ProfDev - Professional and Technical Services	$0	$8,750	$8,175	$7,673	$7,236	$6,860
6400	330	ProfDev - Travel	$0	$350	$368	$386	$405	$425
6400	510	ProfDev - Supplies	$0	$500	$525	$551	$579	$608
6400	750	ProfDev - Other Personnel Services	$0	$560	$560	$560	$560	$560

		Total For 6400 (Instructional Staff Training)	$0	$12,324	$12,387	$12,547	$13,948	$14,603
6500 - Instructional-Related Technology								
6500	310	EdTech - Professional and Technical Services	$0	$25,026	$31,590	$39,077	$58,359	$67,179
6500	644	EdTech - Computer Hardware (Non Capitalized)	$0	$131,310	$18,362	$34,371	$90,289	$85,949
		Total For 6500 (Instructional-Related Technology)	$0	$156,336	$49,952	$73,448	$148,648	$153,128
7100 - Board								
7100	310	Board - Professional and Technical Services	$12,500	$7,500	$3,500	$4,000	$3,500	$3,500
7100	320	Board - Insurance and Bond Premiums	$0	$21,420	$27,540	$34,398	$51,973	$60,438
7100	510	Board - Supplies	$500	$500	$500	$500	$500	$500
		Total For 7100 (Board)	$13,000	$29,420	$31,540	$38,898	$55,973	$64,438
7200 - General / District Administration								
7200	730	District - Dues and Fees	$0	$101,117	$101,597	$101,757	$102,332	$102,979
		Total For 7200 (General / District Administration)	$0	$101,117	$101,597	$101,757	$102,332	$102,979
7300 - School Administration								
7300	110	Admin - Administrator Salaries	$72,500	$150,000	$153,000	$156,060	$159,181	$162,365
7300	160	Admin - Other Support Personnel	$22,500	$117,000	$119,340	$159,181	$162,365	$165,612
7300	210	Admin - Retirement	$1,069	$3,004	$3,064	$3,546	$3,617	$3,690
7300	220	Admin - FICA	$7,268	$20,426	$20,834	$24,116	$24,598	$25,090
7300	230	Admin - Group Insurance	$3,312	$16,560	$18,216	$24,045	$26,450	$29,095
7300	240	Admin - Worker's Compensation	$1,188	$3,338	$3,404	$3,941	$4,019	$4,100
7300	250	Admin - Unemployment Compensation	$567	$1,080	$1,080	$1,296	$1,296	$1,296
7300	310	Admin - Professional and Technical Services	$0	$604,508	$701,991	$951,005	$1,424,839	$1,648,754
7300	360	Admin - Rentals	$180	$15,140	$18,939	$23,140	$35,443	$40,728
7300	370	Admin - Communications	$0	$3,570	$4,590	$5,790	$8,835	$10,375
7300	390	Admin - Other Purchased Services	$0	$4,760	$6,120	$7,720	$11,779	$13,833
7300	510	Admin - Supplies	$0	$10,472	$13,464	$16,983	$25,915	$30,434
7300	622	Admin - AV Materials (Non Capitalized)	$0	$1,904	$2,448	$3,088	$4,712	$5,533
7300	642	Admin - Furniture, Fixtures (Non Capitalized)	$0	$5,000	$0	$0	$0	$0
7300	644	Admin - Computer Hardware (Non Capitalized)	$1,380	$12,221	$1,000	$1,948	$4,351	$10,669
7300	730	Admin - Dues and Fees	$0	$1,904	$2,448	$3,088	$4,712	$5,533
7300	750	Admin - Other Personnel Services	$420	$700	$700	$840	$840	$840
		Total For 7300 (School Administration)	$110,383	$971,586	$1,070,638	$1,385,787	$1,902,952	$2,157,947
7400 - Facilities Acquisition								
7400	360	AquireFacility - Rentals		$622,688	$786,016	$972,312	$1,452,088	$1,671,560
		Total For 7400 (Facilities Acquisition)	$0	$622,688	$786,016	$972,312	$1,452,088	$1,671,560
7500 - Fiscal Services								
7500	310	Fiscal - Professional and Technical Services	$0	$55,600	$68,160	$82,523	$119,490	$136,459
		Total For 7500 (Fiscal Services)	$0	$55,600	$68,160	$82,523	$119,490	$136,459

7600 - Food Services

7600	160	Lunch - Other Support Personnel	$0	$9,738	$9,935	$10,131	$10,334	$10,541
7600	210	Lunch - Retirement	$0	$110	$112	$114	$116	$119
7600	220	Lunch - FICA	$0	$745	$760	$775	$791	$806
7600	240	Lunch - Worker's Compensation	$0	$122	$124	$127	$129	$132
7600	250	Lunch - Unemployment Compensation	$0	$216	$216	$216	$216	$216
7600	510	Lunch - Supplies	$0	$4,284	$5,400	$6,678	$9,990	$11,502
7600	570	Lunch - Food	$0	$149,409	$188,640	$233,523	$350,118	$403,146
7600	641	Lunch - Furniture, Fixtures-Capitalized	$0	$1,500	$1,000	$1,000	$1,000	$1,000
7600	642	Lunch - Furniture, Fixtures (Non Capitalized)	$0	$13,900	$3,600	$4,200	$10,700	$4,900
7600	644	Lunch - Computer Hardware (Non Capitalized)	$0	$750	$0	$0	$0	$0
7600	690	Lunch - Computer Software	$0	$500	$510	$520	$531	$541
7600	750	Lunch - Other Personnel Services	$0	$140	$140	$140	$140	$140
		Total For 7600 (Food Services)	$0	$181,414	$210,436	$257,423	$384,065	$433,043

7720 - Information Services

7720	310	InfServ - Professional and Technical Services	$7,500	$1,250	$1,250	$1,250	$1,250	$1,250
7720	390	InfServ - Other Purchased Services	$5,000	$600	$600	$600	$600	$600
		Total For 7720 (Information Services)	$12,500	$1,850	$1,850	$1,850	$1,850	$1,850

7800 - Pupil Transportation

7800	160	Trans - Other Support Personnel	$0	$28,950	$45,126	$45,787	$78,745	$80,121
7800	210	Trans - Retirement	$0	$326	$508	$515	$886	$901
7800	220	Trans - FICA	$0	$2,215	$3,452	$3,503	$6,024	$6,129
7800	240	Trans - Worker's Compensation	$0	$362	$564	$572	$984	$1,002
7800	250	Trans - Unemployment Compensation	$0	$432	$648	$648	$1,080	$1,080
7800	310	Trans - Professional and Technical Services	$0	$4,800	$7,200	$7,200	$9,600	$12,000
7800	390	Trans - Other Purchased Services	$0	$6,000	$6,060	$6,121	$6,182	$6,244
7800	460	Trans - Gas / Fuel	$0	$300	$473	$662	$1,042	$1,459
7800	651	Trans - Buses	$0	$24,722	$37,083	$37,083	$49,444	$61,805
7800	750	Trans - Other Personnel Services	$0	$280	$420	$420	$700	$700
		Total For 7800 (Pupil Transportation)	$0	$68,386	$101,533	$102,510	$154,687	$171,440

7900 - Operation of Plant

7900	160	Facility - Other Support Personnel	$0	$116,389	$187,567	$191,318	$290,653	$345,176
7900	210	Facility - Retirement	$0	$1,309	$2,110	$2,152	$3,270	$3,883
7900	220	Facility - FICA	$0	$8,904	$14,349	$14,636	$22,235	$26,406
7900	230	Facility - Group Insurance	$0	$6,624	$14,573	$16,030	$26,450	$33,944
7900	240	Facility - Worker's Compensation	$0	$1,455	$2,345	$2,391	$3,633	$4,315
7900	250	Facility - Unemployment Compensation	$0	$648	$864	$864	$1,296	$1,512
7900	320	Facility - Insurance and Bond Premiums	$0	$18,360	$32,044	$38,911	$39,689	$72,317
7900	350	Facility - Repairs and Maintenance	$0	$2,500	$2,550	$2,601	$2,653	$2,706
7900	370	Facility - Communications	$0	$12,000	$12,240	$12,485	$12,734	$12,989

7900	380	Facility - Public Utilities	$0	$7,616	$9,792	$12,352	$18,847	$22,134
7900	390	Facility - Other Purchased Services	$0	$38,820	$59,250	$70,279	$75,839	$121,686
7900	430	Facility - Electricity	$0	$22,680	$39,584	$48,066	$49,028	$89,333
7900	510	Facility - Supplies	$0	$11,900	$15,300	$19,299	$29,449	$34,584
7900	750	Facility - Other Personnel Services	$0	$420	$560	$560	$840	$980
		Total For 7900 (Operation of Plant)	$0	$249,625	$393,127	$431,945	$576,616	$771,964
9100 - Community Service								
9100	160	ComSrv - Other Support Personnel	$0	$17,730	$20,150	$22,665	$23,115	$23,578
9100	210	ComSrv - Retirement	$0	$199	$227	$255	$260	$265
9100	220	ComSrv - FICA	$0	$1,356	$1,541	$1,734	$1,768	$1,804
9100	240	ComSrv - Worker's Compensation	$0	$222	$252	$283	$289	$295
9100	250	ComSrv - Unemployment Compensation	$0	$325	$383	$444	$448	$453
9100	510	ComSrv - Supplies	$0	$1,000	$1,000	$1,000	$1,000	$1,000
9100	750	ComSrv - Other Personnel Services	$0	$420	$560	$700	$700	$700
		Total For 9100 (Community Service)	$0	$21,253	$24,113	$27,081	$27,580	$28,095
9200 - Debt Service								
9200	710	DebSrv - Principal Payment	$0	$0	$0	$204,171	$216,422	$229,407
9200	720	DebSrv - Interest Payment / Debt Service	$15,000	$39,000	$39,000	$39,000	$26,750	$13,764
		Total For 9200 (Debt Service)	$15,000	$39,000	$39,000	$243,171	$243,171	$243,171
9999 - Reserve Funds								
9999	999	Reserve - Reserve Funds	$0	$100,293	$127,001	$188,803	$284,010	$329,101
		Total For 9999 (Reserve Funds)	$0	$100,293	$127,001	$188,803	$284,010	$329,101
		Total Expenses	**$150,883**	**$4,960,556**	**$5,810,550**	**$7,350,637**	**$10,648,218**	**$12,254,444**

Budget Totals						
Total Income	$250,000	$5,021,701	$5,829,522	$7,899,305	$11,834,395	$13,693,506
Total Revenue	$150,883	$4,960,556	$5,810,550	$7,350,637	$10,648,218	$12,254,444
Net Revenue	$99,117	$61,146	$18,972	$548,669	$1,186,177	$1,439,062
Projected Cash On Hand	$99,117	$160,263	$179,235	$727,903	$1,914,081	$3,353,143

ATTACHMENT Y

Proposed Startup Budget

North River Charter Academy

Year One Cash Flow Projections

Func	Obj	Description	Year 1 Cash Flow	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income															
FEFP Calculations															
3310-01		Baes FEFP Funding	$2,717,963	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497	$226,497
3310-02		FEFP - ESE Guaranteed Allocation	$64,158	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347	$5,347
3310-03		FEFP - Supplemental Academic Instruction	$121,274	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106	$10,106
3310-05		FEFP - Safe Schools Allocation	$42,635	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553	$3,553
3310-08		FEFP - Mental Health Assistance Allocation	$27,097	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258
3310-12		FEFP - Discretionary Local Effort	$456,859	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072	$38,072
3310-15		FEFP - Student Transportation Funds	$76,704	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392	$6,392
3355		Class Size Reducation Allocations	$505,036	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086	$42,086
		FEFP Subtotals	$4,011,725	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310	$334,310
School Lunch Program															
3261		NSLP - School Lunch Reimbursement	$53,136	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428	$4,428
3262		NSLP - School Breakfast Reimbursement	$4,320	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360
3451		Selling Student Lunches	$98,352	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196	$8,196
3452		Selling Student Breakfasts	$20,232	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686	$1,686
		School Lunch Program Subtotals	$176,040	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670	$14,670
Other Income Sources															
3473		School-Age Child Care Fees	$45,000	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750
3495		Other Miscellaneous Local Sources	$388,936	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411	$32,411
3720		Loan Proceeds	$400,000	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333	$33,333
			$833,936	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495	$69,495
		Total Income	**$5,021,701**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**	**$418,475**
			$0												
			$0												
Expenses															
5100 - Basic Instruction															
5100	120	Instr - Classroom Teacher Salaries	$1,430,000	$0	$0	$143,000	$143,000	$143,000	$143,000	$143,000	$143,000	$143,000	$143,000	$143,000	$143,000
5100	130	Instr - Other Certified Staff Member	$176,000	$0	$0	$17,600	$17,600	$17,600	$17,600	$17,600	$17,600	$17,600	$17,600	$17,600	$17,600
5100	140	Instr - Substitute Teachers	$30,720	$0	$0	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072
5100	210	Instr - Retirement	$18,413	$0	$0	$1,841	$1,841	$1,841	$1,841	$1,841	$1,841	$1,841	$1,841	$1,841	$1,841
5100	220	Instr - FICA	$125,209	$0	$0	$12,521	$12,521	$12,521	$12,521	$12,521	$12,521	$12,521	$12,521	$12,521	$12,521
5100	230	Instr - Group Insurance	$96,048	$0	$0	$9,605	$9,605	$9,605	$9,605	$9,605	$9,605	$9,605	$9,605	$9,605	$9,605
5100	240	Instr - Worker's Compensation	$20,459	$0	$0	$2,046	$2,046	$2,046	$2,046	$2,046	$2,046	$2,046	$2,046	$2,046	$2,046
5100	250	Instr - Unemployment Compensation	$7,309	$0	$0	$731	$731	$731	$731	$731	$731	$731	$731	$731	$731
5100	360	Instr - Rentals	$58,297	$0	$0	$5,830	$5,830	$5,830	$5,830	$5,830	$5,830	$5,830	$5,830	$5,830	$5,830
5100	510	Instr - Supplies	$38,080	$14,280	$14,280	$952	$952	$952	$952	$952	$952	$952	$952	$952	$952
5100	520	Instr - Textbooks	$169,390	$84,695	$84,695	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5100	610	Instr - Library Books	$4,880	$1,830	$1,830	$122	$122	$122	$122	$122	$122	$122	$122	$122	$122
5100	644	Instr - Computer Hardware (Non Capitalized)	$14,867	$7,434	$7,434	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5100	730	Instr - Dues and Fees	$476	$0	$0	$48	$48	$48	$48	$48	$48	$48	$48	$48	$48
5100	750	Instr - Other Personnel Services	$4,760	$0	$0	$476	$476	$476	$476	$476	$476	$476	$476	$476	$476
		Total For 5100 (Basic Instruction)	$2,194,909	$108,238	$108,238	$197,843	$197,843	$197,843	$197,843	$197,843	$197,843	$197,843	$197,843	$197,843	$197,843
5200 - Exceptional Education															
5200	120	ESE - Classroom Teacher Salaries	$110,000	$0	$0	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000
5200	210	ESE - Retirement	$1,238	$0	$0	$124	$124	$124	$124	$124	$124	$124	$124	$124	$124
5200	220	ESE - FICA	$8,415	$0	$0	$842	$842	$842	$842	$842	$842	$842	$842	$842	$842
5200	230	ESE - Group Insurance	$6,624	$0	$0	$662	$662	$662	$662	$662	$662	$662	$662	$662	$662
5200	240	ESE - Worker's Compensation	$1,375	$0	$0	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138
5200	250	ESE - Unemployment Compensation	$432	$0	$0	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43
5200	310	ESE - Professional and Technical Services	$19,440	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620	$1,620
5200	510	ESE - Supplies	$855	$321	$321	$21	$21	$21	$21	$21	$21	$21	$21	$21	$21
5200	750	ESE - Other Personnel Services	$280	$0	$0	$28	$28	$28	$28	$28	$28	$28	$28	$28	$28
		Total For 5200 (Exceptional Education)	$148,659	$1,941	$1,941	$14,478	$14,478	$14,478	$14,478	$14,478	$14,478	$14,478	$14,478	$14,478	$14,478
6200 - Instructional Media Services															
6200	510	MediaC. - Supplies	$2,380	$893	$893	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60
		Total For 6200 (Instructional Media Services)	$2,380	$893	$893	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60

6400 - Instructional Staff Training																	
6400	140	ProfDev - Substitute Teachers	$1,920	$0	$0	$192	$192	$192	$192	$192	$192	$192	$192	$192	$192	$192	$192
6400	210	ProfDev - Retirement	$22	$0	$0	$2	$2	$2	$2	$2	$2	$2	$2	$2	$2	$2	$2
6400	220	ProfDev - FICA	$147	$0	$0	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15	$15
6400	240	ProfDev - Worker's Compensation	$24	$0	$0	$2	$2	$2	$2	$2	$2	$2	$2	$2	$2	$2	$2
6400	250	ProfDev - Unemployment Compensation	$52	$0	$0	$5	$5	$5	$5	$5	$5	$5	$5	$5	$5	$5	$5
6400	310	ProfDev - Professional and Technical Services	$8,750	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729	$729
6400	330	ProfDev - Travel	$350	$0	$0	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35
6400	510	ProfDev - Supplies	$500	$188	$188	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13
6400	750	ProfDev - Other Personnel Services	$560	$0	$0	$56	$56	$56	$56	$56	$56	$56	$56	$56	$56	$56	$56
		Total For 6400 (Instructional Staff Training)	$12,324	$917	$917	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049	$1,049
6500 - Instructional-Related Technology																	
6500	310	EdTech - Professional and Technical Services	$25,026	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085
6500	644	EdTech - Computer Hardware (Non Capitalized)	$120,345	$60,173	$60,173	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
		Total For 6500 (Instructional-Related Technology)	$145,371	$62,258	$62,258	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085
7100 - Board																	
7100	310	Board - Professional and Technical Services	$7,500	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625
7100	320	Board - Insurance and Bond Premiums	$21,420	$10,710	$10,710	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7100	510	Board - Supplies	$500	$188	$188	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13
		Total For 7100 (Board)	$29,420	$11,523	$11,523	$638	$638	$638	$638	$638	$638	$638	$638	$638	$638	$638	$638
7200 - General / District Administration																	
7200	730	District - Dues and Fees	$101,117	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426
		Total For 7200 (General / District Administration)	$101,117	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426	$8,426
7300 - School Administration																	
7300	110	Admin - Administrator Salaries	$150,000	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500
7300	160	Admin - Other Support Personnel	$117,000	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750	$9,750
7300	210	Admin - Retirement	$3,004	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250
7300	220	Admin - FICA	$20,426	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702	$1,702
7300	230	Admin - Group Insurance	$16,560	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380
7300	240	Admin - Worker's Compensation	$3,338	$278	$278	$278	$278	$278	$278	$278	$278	$278	$278	$278	$278	$278	$278
7300	250	Admin - Unemployment Compensation	$1,080	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90
7300	310	Admin - Professional and Technical Services	$604,508	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376	$50,376
7300	360	Admin - Rentals	$15,140	$0	$0	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514	$1,514
7300	370	Admin - Communications	$3,570	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298
7300	390	Admin - Other Purchased Services	$4,760	$397	$397	$397	$397	$397	$397	$397	$397	$397	$397	$397	$397	$397	$397
7300	510	Admin - Supplies	$10,472	$3,927	$3,927	$262	$262	$262	$262	$262	$262	$262	$262	$262	$262	$262	$262
7300	622	Admin - AV Materials (Non Capitalized)	$1,904	$952	$952	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	642	Admin - Furniture, Fixtures (Non Capitalized)	$5,000	$2,500	$2,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	644	Admin - Computer Hardware (Non Capitalized)	$10,827	$5,414	$5,414	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7300	730	Admin - Dues and Fees	$1,904	$0	$0	$190	$190	$190	$190	$190	$190	$190	$190	$190	$190	$190	$190
7300	750	Admin - Other Personnel Services	$700	$0	$0	$70	$70	$70	$70	$70	$70	$70	$70	$70	$70	$70	$70
		Total For 7300 (School Administration)	$970,192	$89,813	$89,813	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057	$79,057
7400 - Facilities Acquisition																	
7400	360	AquireFacility - Rentals	$622,688	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891
		Total For 7400 (Facilities Acquisition)	$622,688	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891	$51,891
7500 - Fiscal Services																	
7500	310	Fiscal - Professional and Technical Services	$55,600	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$20,850	$20,850
		Total For 7500 (Fiscal Services)	$55,600	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$1,390	$20,850	$20,850
7600 - Food Services																	
7600	160	Lunch - Other Support Personnel	$9,738	$0	$0	$974	$974	$974	$974	$974	$974	$974	$974	$974	$974	$974	$974
7600	210	Lunch - Retirement	$110	$0	$0	$11	$11	$11	$11	$11	$11	$11	$11	$11	$11	$11	$11
7600	220	Lunch - FICA	$745	$0	$0	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74	$74
7600	240	Lunch - Worker's Compensation	$122	$0	$0	$12	$12	$12	$12	$12	$12	$12	$12	$12	$12	$12	$12
7600	250	Lunch - Unemployment Compensation	$216	$0	$0	$22	$22	$22	$22	$22	$22	$22	$22	$22	$22	$22	$22
7600	510	Lunch - Supplies	$4,284	$1,607	$1,607	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107	$107
7600	570	Lunch - Food	$149,409	$0	$0	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941	$14,941
7600	641	Lunch - Furniture, Fixtures-Capitalized	$1,500	$750	$750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	642	Lunch - Furniture, Fixtures (Non Capitalized)	$13,900	$6,950	$6,950	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	644	Lunch - Computer Hardware (Non Capitalized)	$750	$375	$375	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7600	690	Lunch - Computer Software	$500	$188	$188	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13	$13
7600	750	Lunch - Other Personnel Services	$140	$0	$0	$14	$14	$14	$14	$14	$14	$14	$14	$14	$14	$14	$14
		Total For 7600 (Food Services)	$181,414	$9,869	$9,869	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168	$16,168

7720 - Information Services																	
7720	310	InfServ - Professional and Technical Services	$1,250	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104	$104
7720	390	InfServ - Other Purchased Services	$600	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50
		Total For 7720 (Information Services)	$1,850	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154	$154
7800 - Pupil Transportation																	
7800	160	Trans - Other Support Personnel	$28,950	$0	$0	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895	$2,895
7800	210	Trans - Retirement	$326	$0	$0	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33
7800	220	Trans - FICA	$2,215	$0	$0	$221	$221	$221	$221	$221	$221	$221	$221	$221	$221	$221	$221
7800	240	Trans - Worker's Compensation	$362	$0	$0	$36	$36	$36	$36	$36	$36	$36	$36	$36	$36	$36	$36
7800	250	Trans - Unemployment Compensation	$432	$0	$0	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43
7800	310	Trans - Professional and Technical Services	$4,800	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400
7800	390	Trans - Other Purchased Services	$6,000	$0	$0	$600	$600	$600	$600	$600	$600	$600	$600	$600	$600	$600	$600
7800	460	Trans - Gas / Fuel	$300	$0	$0	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30
7800	651	Trans - Buses	$24,722	$24,722	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7800	750	Trans - Other Personnel Services	$280	$0	$0	$28	$28	$28	$28	$28	$28	$28	$28	$28	$28	$28	$28
		Total For 7800 (Pupil Transportation)	$68,386	$25,122	$400	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286	$4,286
7900 - Operation of Plant																	
7900	160	Facility - Other Support Personnel	$116,389	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699	$9,699
7900	210	Facility - Retirement	$1,309	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109	$109
7900	220	Facility - FICA	$8,904	$742	$742	$742	$742	$742	$742	$742	$742	$742	$742	$742	$742	$742	$742
7900	230	Facility - Group Insurance	$6,624	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552	$552
7900	240	Facility - Worker's Compensation	$1,455	$121	$121	$121	$121	$121	$121	$121	$121	$121	$121	$121	$121	$121	$121
7900	250	Facility - Unemployment Compensation	$648	$54	$54	$54	$54	$54	$54	$54	$54	$54	$54	$54	$54	$54	$54
7900	320	Facility - Insurance and Bond Premiums	$18,360	$9,180	$9,180	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7900	350	Facility - Repairs and Maintenance	$2,500	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208
7900	370	Facility - Communications	$12,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
7900	380	Facility - Public Utilities	$7,616	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635	$635
7900	390	Facility - Other Purchased Services	$38,820	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235	$3,235
7900	430	Facility - Electricity	$22,680	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890	$1,890
7900	510	Facility - Supplies	$11,900	$4,463	$4,463	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298
7900	750	Facility - Other Personnel Services	$420	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35	$35
		Total For 7900 (Operation of Plant)	$249,625	$31,923	$31,923	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578	$18,578
9100 - Community Service																	
9100	160	ComSrv - Other Support Personnel	$17,730	$0	$0	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773	$1,773
9100	210	ComSrv - Retirement	$199	$0	$0	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20
9100	220	ComSrv - FICA	$1,356	$0	$0	$136	$136	$136	$136	$136	$136	$136	$136	$136	$136	$136	$136
9100	240	ComSrv - Worker's Compensation	$222	$0	$0	$22	$22	$22	$22	$22	$22	$22	$22	$22	$22	$22	$22
9100	250	ComSrv - Unemployment Compensation	$325	$0	$0	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33
9100	510	ComSrv - Supplies	$1,000	$375	$375	$25	$25	$25	$25	$25	$25	$25	$25	$25	$25	$25	$25
9100	750	ComSrv - Other Personnel Services	$420	$0	$0	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42
		Total For 9100 (Community Service)	$21,253	$375	$375	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050	$2,050
9200 - Debt Service																	
9200	720	DebSrv - Interest Payment / Debt Service	$39,000	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250
		Total For 9200 (Debt Service)	$39,000	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250	$3,250
9999 - Reserve Funds																	
9999	999	Reserve - Reserve Funds	$100,293	$0	$0	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029
		Total For 9999 (Reserve Funds)	$100,293	$0	$0	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029	$10,029
		Total Expenses	**$4,944,480**	**$407,982**	**$383,260**	**$411,432**	**$411,432**	**$411,432**	**$411,432**	**$411,432**	**$411,432**	**$411,432**	**$411,432**	**$411,432**	**$430,892**	**$430,892**
		Budget Totals															
		Total Income	$5,021,701	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475	$418,475
		Expenses	$4,944,480	$407,982	$383,260	$411,432	$411,432	$411,432	$411,432	$411,432	$411,432	$411,432	$411,432	$411,432	$430,892	$430,892
		Net Revenue	$77,221	$10,493	$35,215	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	$7,043	-$12,417	-$12,417
		Projected Cash On Hand	$176,338	$109,611	$144,826	$151,869	$158,912	$165,956	$172,999	$180,042	$187,085	$194,129	$201,172	$188,755	$176,338	

North River Charter Academy

Planning Year Cash Flow Projections

Func	Obj	Description	Plng Yr Total	Dist. Meth.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Income													
Other Income Sources													
3720		Loan Proceeds	$250,000	9	$250,000	$0	$0	$0	$0	$0	$0	$0	$0
			$250,000		$250,000	$0	$0	$0	$0	$0	$0	$0	$0
		Total Income	**$250,000**		**$250,000**	$0	$0	$0	$0	$0	$0	$0	$0
Expenses													
7100 - Board													
7100	310	Board - Professional and Technical Services	$12,500	9	$6,250	$781	$781	$781	$781	$781	$781	$781	$781
7100	510	Board - Supplies	$500	9	$250	$31	$31	$31	$31	$31	$31	$31	$31
		Total For 7100 (Board)	$13,000		$6,500	$813	$813	$813	$813	$813	$813	$813	$813
7300 - School Administration													
7300	110	Admin - Administrator Salaries	$72,500	9	$8,056	$8,056	$8,056	$8,056	$8,056	$8,056	$8,056	$8,056	$8,056
7300	160	Admin - Other Support Personnel	$22,500	9	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
7300	210	Admin - Retirement	$1,069	9	$119	$119	$119	$119	$119	$119	$119	$119	$119
7300	220	Admin - FICA	$7,268	9	$808	$808	$808	$808	$808	$808	$808	$808	$808
7300	230	Admin - Group Insurance	$3,312	9	$368	$368	$368	$368	$368	$368	$368	$368	$368
7300	240	Admin - Worker's Compensation	$1,188	9	$132	$132	$132	$132	$132	$132	$132	$132	$132
7300	250	Admin - Unemployment Compensation	$567	9	$63	$63	$63	$63	$63	$63	$63	$63	$63
7300	360	Admin - Rentals	$180	9	$180	$0	$0	$0	$0	$0	$0	$0	$0
7300	644	Admin - Computer Hardware (Non Capitalized)	$1,380	9	$1,380	$0	$0	$0	$0	$0	$0	$0	$0
7300	750	Admin - Other Personnel Services	$420	9	$47	$47	$47	$47	$47	$47	$47	$47	$47
		Total For 7300 (School Administration)	$110,383		$13,651	$12,091	$12,091	$12,091	$12,091	$12,091	$12,091	$12,091	$12,091
7720 - Information Services													
7720	310	InfServ - Professional and Technical Services	$7,500	9	$7,500	$0	$0	$0	$0	$0	$0	$0	$0
7720	390	InfServ - Other Purchased Services	$5,000	9	$5,000	$0	$0	$0	$0	$0	$0	$0	$0
		Total For 7720 (Information Services)	$12,500		$12,500	$0	$0	$0	$0	$0	$0	$0	$0
9200 - Debt Service													
9200	720	DebSrv - Interest Payment / Debt Service	$15,000	9	$0	$0	$0	$0	$0	$0	$0	$7,500	$7,500
		Total For 9200 (Debt Service)	$15,000		$0	$0	$0	$0	$0	$0	$0	$7,500	$7,500
		Total Expenses	**$150,883**		**$32,651**	**$12,904**	**$12,904**	**$12,904**	**$12,904**	**$12,904**	**$12,904**	**$20,404**	**$20,404**
		Budget Totals											
		Total Income	$250,000		$250,000	$0	$0	$0	$0	$0	$0	$0	$0
		Expenses	$150,883		$32,651	$12,904	$12,904	$12,904	$12,904	$12,904	$12,904	$20,404	$20,404
		Net Revenue	$99,117		$217,349	-$12,904	-$12,904	-$12,904	-$12,904	-$12,904	-$12,904	-$20,404	-$20,404
		Projected Cash On Hand	$99,117		$217,349	$204,445	$191,541	$178,637	$165,733	$152,829	$139,925	$119,521	$99,117

ATTACHMENT Z

Not Applicable

ADDENDUM B

Education Service Providers

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The NRCA Board of Directors are community volunteers with experience and backgrounds in Education, Banking and Business. The application process, facility acquisition, opening and operating a new charter school are all very arduous undertakings, especially for community volunteers who already have successful full-time careers. The NRCA Board of Directors has a strong desire to open an additional charter school in the Parrish community and has decided to contract with experts in the opening and managing charter schools in the state of Florida. Selecting a management company with a proven track record of accomplishment to assist and support in every aspect of this process will ensure that the community receives another school of choice consistent with the guidelines of the FLDOE.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

The NRCA Board of Directors selected FORZA Education Management as their Educational Service Provider because of their successful opening and operation of Gulf Coast Charter Academy South, Oak Creek Charter School of Bonita Springs, and Parrish Charter Academy. Each of these schools are in Florida and include Board members that sit on the current NRCA Board. FORZA is a smaller management company with a more amical and personable approach, which is one of many reasons the Board is attracted to this company. In addition, they chose FORZA due to the extensive services this ESP provides coupled with the overall affordability of those services. The NRCA Board has monitored FORZA's progress in successfully opening and operating Gulf Coast Charter Academy South since 2013 and has witnessed first-hand, the successful acquisition and turnaround of Oak Creek Charter School of Bonita Springs in 2016, and the opening of Parrish Charter Academy in 2019. Moreover, they have been attentive in witnessing FORZA's continued growth and success each successive year in every area due to the services that are provided. In addition, FORZA assists schools with start-up expenditures by disbursing funds for all start-up costs, thereby relieving the school from any loans or indebtedness during the first year of operation. On the contrary, this Board has also witnessed other Management Companies' presentations that offer loans to the school for said start-up expenses. The Board is satisfied with the management services FORZA provides and the fee related to those amenities. The NRCA Board firmly believes that FORZA will be an asset and will successfully assist with the opening and effective operation of NRCA.

FORZA provides a level of comprehensive and effective management services that affords the school leadership team, faculty, and staff the opportunity to focus on educational goals, effective instructional leadership, and the art of teaching. This team approach is enhanced even more by the ability to exercise site-

based management and decision-making which fosters effective and strategic planning involving key stakeholders of NRCA.

Additional information can be found at *www.forzaedu.com*

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

The members of the NRCA Board of Director's have worked with FORZA Education Management at three other school in Florida. The Board continues to monitor any new employees with the company as well as the academic and financial status of each of the other schools.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The NRCA Board continues to monitor FORZA's successful management of Gulf Coast Charter Academy South, Oak Creek Charter Schools of Bonita Springs, and Parrish Charter Academy. As stated, the NRCA Board is pleased with FORZA's strategic plan to employ additional personnel as they continue to open additional schools. The Board firmly believes that FORZA can continue to successfully carry out the functions necessary to operate high quality charter schools. This is evident in the financial and academic success of each of its three schools and successful charter renewals within Lee and Collier County. The Manatee charter school review committee and School Board Members of the Manatee County School District are invited to any of the schools referenced above, at their convenience, to tour the building and meet with faculty and staff to view first-hand the quality learning environment that was created by FORZA. As an additional sign of its strength and reputation, FORZA was approached by another management company to take over one of its failing schools, which is did in 2016 with the acquisition of Oak Creek Charter School of Bonita Springs, formally Bonita Springs Prep and Fitness.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

FORZA is made up of a professional team that provides services and solutions for every aspect of charter school establishment and operation. FORZA ensures that the school's Governing Board has complete autonomy and control over its school which includes input regarding their academic program, staffing needs and curriculum. FORZA embraces the premise that all stakeholders are part of the decision-making process where trust and respect are an integral part of the relationship.

FORZA provides its schools with an all-inclusive collection of management services focusing on a holistic educational approach to enhance each school's optimum level of success. The motto of FORZA Education Management, which is also it's rationale for opening additional schools, is "Giving Parents a Choice and Children a Chance." FORZA firmly believes that all parents should have a choice in their child's education and that all children can learn and be successful when taught by a highly qualified caring staff within a quality learning environment.

The FORZA leadership team is sensitive to the educational needs of children and puts those needs first when making organizational decisions. FORZA is aware that a business must be financially secure; however, instead of following a rigid business design, it supports the faculty/staff of a school, with its primary mission being the welfare of the students. Enhancing the educational experience and process is the driving force behind organizational decisions. FORZA operates with the bottom line of — whatever is in the best interest of the children, faculty, and staff as well as the families that are served. FORZA does not have any other plans to open any other schools at this time but will open a Child Development Center on the campus of North River Charter Academy.

A. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Chuck S. Malatesta (CEO) has been in the field of Charter Education for many years and opened FORZA Education Management, LLC in 2013. This company has created and embraced an eclectic and new management style that believes: "Parents should have a choice and students should have a chance." Between 2013 and 2022, FORZA has assisted in the opening of three successful charter schools and four Child Development Centers and has grown to add two Regional Vice Presidents, William Staros Jr., and Jose Rubio. It currently employs a Grants Specialist, NSLP Coordinator, Director of Marketing, and an Assistant Grants and Marketing Specialist.

Charles (Chuck) Malatesta, is a lifelong educator who has worked to improve education throughout his entire career at every level of education as a Teacher, Coach, Dean of Students, (AP) University professor and Administrator, Principal, Regional Vice President of company operations, and opened several charter schools in the State respectively. He also has experience in Private/Parochial, traditional public, and charter school settings.

Mr. Malatesta's passion for education commenced when he was a high school student at the Salesianum School in Wilmington, Delaware. He distinguished himself as a scholar athlete. It was at Salesianum, that Mr. Malatesta began to exercise his abilities as a leader. He was elected captain of the swimming team, which led to a third State Championship in four years, as an All-State swimmer. After graduation, Mr. Malatesta pursued his education at Florida Atlantic University, where he was awarded a swimming scholarship and majored in history education. He later transferred to the University of Delaware where he earned his Bachelor of Science in Health and Exercise Science. Subsequently, he began teaching and coaching at the Charter School of Wilmington where he was recognized as State and National Coach of the Year in 2000. His love of education propelled him further ahead as he earned a master's degree from Wilmington University in Educational Leadership/Administration in 2003. Mr. Malatesta served as Dean of Students at Bishop Verot High School, and a university administrator in the College of Education at Florida Gulf Coast University and St. Petersburg College. He has been the principal of two charter schools and assisted in the application process for an approved charter high school. Mr. Malatesta was a Regional Vice President for a large management company and was responsible for establishing and enhancing relationships with school district personnel, reviewing areas of need for potential new charter schools, building acquisitions, overseeing all schools in the region, including each school's academic performance and financials. He brings value added and experiences to FORZA LLC, and firmly believes that "All Children Can Learn," and be successful when taught by a highly qualified caring staff within a quality learning environment.

FORZA is a new type of Education Management Company that has removed the authoritarian and cold autocratic leadership style and replaced it with a warm, democratic, and more personable and collaborative approach. Additional information regarding FORZA's organizational chart and future organizational chart can be found in attachments BB. and CC.

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The organizational capacity to open and operate high quality charter schools in Florida is evident by the successful opening and operation of Gulf Coast Charter Academy South and Parrish Charter Academy, as well as the takeover and turnaround of Oak Creek Charter School of Bonita Springs. Additional information regarding the growth plan for FORZA can be found above in the ESP sections B, D along with the ESP organization chart for anticipated growth which can be found in attachment CC, as requested. As FORZA continues to grow and open more schools, additional positions mentioned in attachment CC will be added to assist and support all its schools. FORZA has opened and operated a very successful Child Development Center in Naples, Bonita Springs, and two centers in Parrish. This will be a tremendous asset to the communities and a great feeder program for the charter schools.

A. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference and attach as Attachment DD.

See Attachment DD

B. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

See Attachment DD

C. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals, or non-openings that the ESP has experienced in the past five (5) years.

N/A

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The relationship between NRCA and FORZA is based on the terms of the Management Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor

and not as business partners, joint venture, agent, or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees, and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents, and subcontractors.

No Related Parties or Common Control. FORZA will not have any role or relationship with the School that, in effect, substantially limits NRCA's ability to exercise its rights, including termination rights, under the Management Agreement. NRCA and FORZA will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

The Governing Board termination information can be found in the Management Agreement under the termination section.

A. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[4] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school will not have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP.

B. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

FORZA will partner with the NRCA board to assist in determining staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer, and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under the Management Agreement, all within the financial constraints of the school Budget approved by the Board.

NRCA and FORZA acknowledge and agree that the accountability of FORZA to NRCA is an essential foundation of the agreement between NRCA and FORZA. In addition, the responsibility of the administrator of NRCA is critical to the success of NRCA. The NRCA Board and FORZA will work together to select and supervise the Principal and hold the Principal accountable for the success of NRCA. The employment contract with the Principal, and the duties and compensation of the School Leader shall be determined by the NRCA Board. The Principal and FORZA, in turn, will have similar authority to select and hold accountable the teachers at NRCA.

FORZA and the Principal will work together to select the teachers and support staff for employment. FORZA and the Principal will determine the number and assignments of such teachers. Teachers may work at NRCA on a full or part time basis. Each teacher assigned to NRCA will be highly qualified in his or her grade levels and subject areas, hold a valid teaching certificate issued by the Florida Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations.

The NRCA Board will receive monthly or bi-monthly reports from the Principal and FORZA regarding the operation and management of the school. In addition, the NRCA Board will complete an annual evaluation on the ESP with input from the Principal.

A. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- **Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- **Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
- **Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

N/A

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

Setting Performance Goals
Selecting Curriculum
Selecting Professional Development programs
Data Management & Selecting Interim Assessments
Determining Promotion Criteria
Setting a School Culture
Student Recruitment
School Staff Recruitment & Hiring

Providing Human Resources (HR) services (payroll, benefits, etc.)
Fundraising
Managing Community Relations
Selecting and Providing Information Technology
Managing Facilities
Procuring Vendors
Other Operational and Administrative Services, if Applicable

The ESP main roles and responsibilities include but are not limited to:

- Feasibility studies
- Assistance with charter application
- Facility acquisition
- Compliance reporting
- Accountability
- Financial services
- Assist with fundraising
- Grants
- Marketing and enrollment
- Public relations
- Human resources
- Technology
- Curriculum planning and implementation
- Strategic planning and implementation
- Employee staff development and evaluations

The description of the services FORZA provides can be found in the Management Agreement under services. In addition, the ESP's roles and responsibilities related to financial management of the charter can also be found in the Management Agreement under financial management.

Additional information regarding a description of FORZA's services can also be found on the FORZA web page. www.forzaedu.com

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g., external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The NRCA Board will evaluate the ESP annually and prior to the renewal of a contract between the governing board and ESP. The instrument will evaluate the ESP's performance and a determination by the board on whether the ESP has met the performance criteria established by the board. The information will be presented in a notice meeting and the parents of every student shall have access to a copy of the evaluation. The school-wide achievement results that the ESP is responsible for will be determined by the school's success on the State Assessment and the academic goals achieved as presented in the school improvement plan. The Board

will also review the annual results of the parent surveys which will evaluate the school and management of the school.

The procedures for board intervention if the ESP's performance is deemed unsatisfactory can be found in the Management Agreement under termination.

A. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The payment schedule and early termination information is in the Management Agreement.

B. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

Basic corporate law would not allow the management company or principal to spend anything that was not already in the budget approved by the Board. The budget would be amended as needed, if expenditures exceeded budget line items. FORZA is required to give a summary report at each board meeting, monthly or bi-monthly, which will include the school's financial performance. In addition, the accountant will provide a copy of the school's monthly financials to be included in the Financial Condition Report.

A. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The term of the Management Agreement, conditions and procedures for renewal and termination of the contract can be found in the Management Agreement under TERMS. The indemnification information can be found in the Management Agreement under indemnification.

A. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

See Attachment

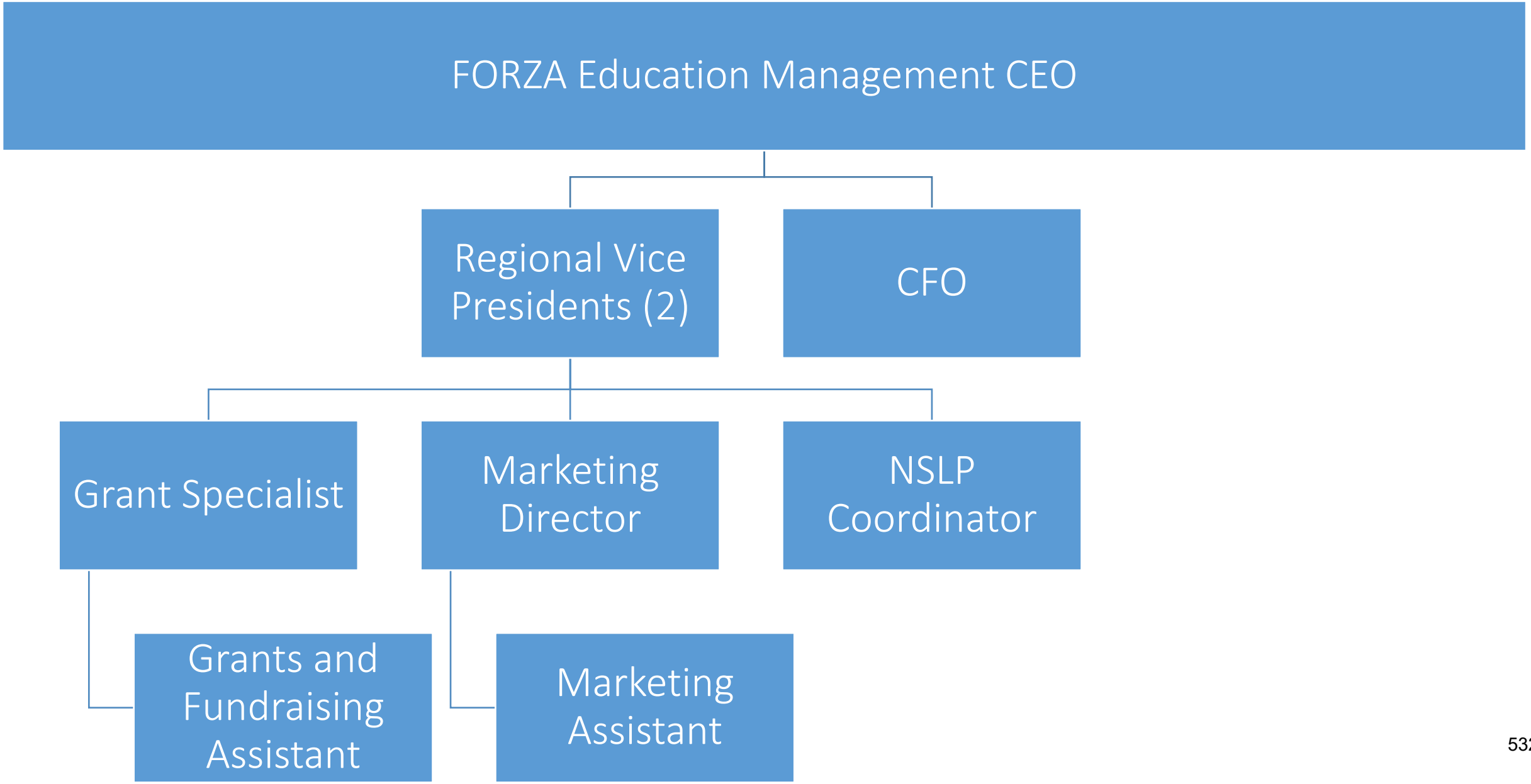
ADDENDUM AA

Not Applicable

ADDENDUM BB

ESP's organization chart

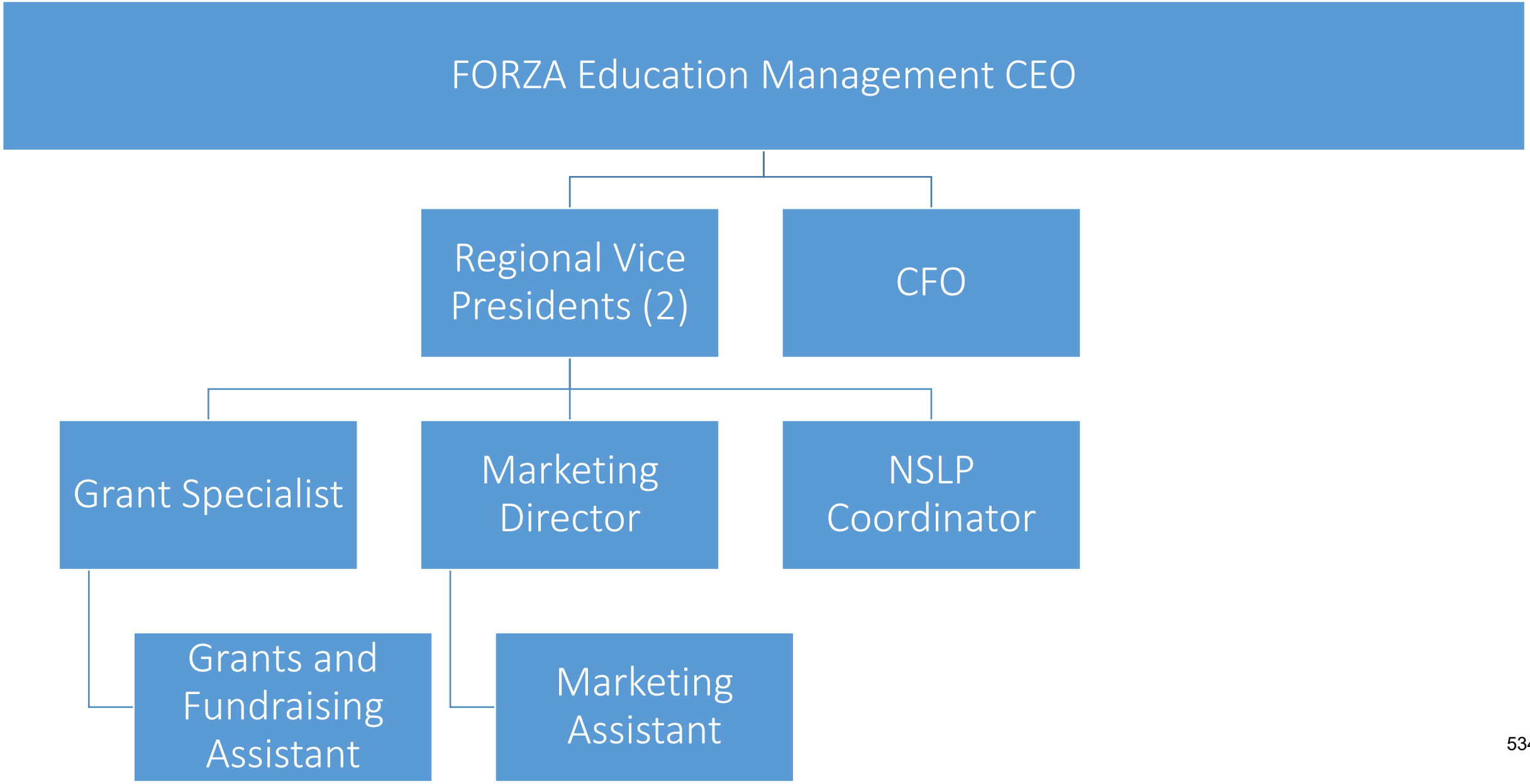
ESP Organizational Chart



ADDENDUM CC

ESP's organization chart after any anticipated growth

ESP Organizational Chart



ADDENDUM DD

Applicant history worksheet

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
If applicant is established governing board, use Addendum B

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
						Year 0 (Most Recent Year) 2021-2022				
Applicant Name	Role	District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Mark McCabe	President	Collier	Gulf Coast Charter Academy South	9034	Active	63.60%	B	$3,870,323	47.20%	No
Mark McCabe	President	Lee	Oak Creek Charter School of Bonita Springs	4281	Active	70.50%	C	$1,856,630	7.20%	No
Mark McCabe	President	Manatee	Parrish Charter Academy	2181	Active	37%	C	$958,269	19.30%	No
Frank Zhou	Vice President	NA	NA	NA	NA	NA	NA	NA	NA	NA
Gwen DaPore	Board Secretary	NA	NA	NA	NA	NA	NA	NA	NA	NA

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
					Year -1- 2020-2021				
Applicant Name	Role	District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Mark McCabe	President	Collier	Gulf Coast Charter Academy South	9034	61.10%	A	$3,051,930	41.70%	No
Mark McCabe	President	Lee	Oak Creek Charter School of Bonita Springs	4281	70.40%	NA COVID	$3,035,065	68.10%	No
Mark McCabe	President	Manatee	Parrish Charter Academy	2181	26%	B	$453,198	14.20%	No
Frank Zhou	Vice President	NA	NA	NA	NA	NA	NA	NA	NA
Gwen DaPore	Board Secretary	NA	NA	NA	NA	NA	NA	NA	NA

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
							Year -2- 2019-2020		
Applicant Name	Role	District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Mark McCabe	President	Collier	Gulf Coast Charter Academy South	9034	71.40%	NA COVID	$2,171,980	25.20%	No
Mark McCabe	President	Lee	Oak Creek Charter School of Bonita Springs	4281	64.40%	NA COVID	($181,761)	-4.40%	No
Mark McCabe	President	Manatee	Parrish Charter Academy	2181	17%	NA COVID	$223,613	10.70%	No
Frank Zhou	Vice President	NA	NA	NA	NA	NA	NA	NA	NA
Gwen DaPore	Board Secretary	NA	NA	NA	NA	NA	NA	NA	NA

Applicant History Worksheet - Addendum A

Schools Currently or Previously Operated by Applicant(s)

If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
					Year -3- 2018-2019				
Applicant Name	Role	District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Mark McCabe	President	Collier	Gulf Coast Charter Academy South	9034	61.80%	B	$2,067,447	24.00%	No
Mark McCabe	President	Lee	Oak Creek Charter School of Bonita Springs	4281	57.41%	B	$ (240,699)	-6.50%	No
Mark McCabe	President	Manatee	Parrish Charter Academy	2181	NA	NA	NA	NA	NA
Frank Zhou	Vice President	NA	NA	NA	NA	NA	NA	NA	NA
Gwen DaPore	Board Secretary	NA	NA	NA	NA	NA	NA	NA	NA

Applicant History Worksheet - Addendum A
Schools Currently or Previously Operated by Applicant(s)
If applicant is established governing board, use Addendum B

Enter each applicant's full name below.	Identify the leadership role the applicant held with the school. Roles may include, but are not limited to, governing board member, superintendent, principal, or administrator.				Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parenthesis. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by Total Revenue)	Applicant should indicate whether the independent financial audit included any of the following finding: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is Yes, please attach separate page explaining. If audit is not yet available, indicate with NA. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
							Year -4- 2017-2018		
Applicant Name	Role	District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Mark McCabe	President	Collier	Gulf Coast Charter Academy South	9034	63.60%	A	$2,871,196	29.40%	No
Mark McCabe	President	Lee	Oak Creek Charter School of Bonita Springs	4281	54.66%	C	$ 78,918	2.30%	No
Mark McCabe	President	Manatee	Parrish Charter Academy	2181	NA	NA	NA	NA	NA
Frank Zhou	Vice President	NA	NA	NA	NA	NA	NA	NA	NA
Gwen DaPore	Board Secretary	NA	NA	NA	NA	NA	NA	NA	NA

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ENTER GOVERNING BOARD NAME HERE			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year) 2021-2022				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

ENTER GOVERNING BOARD NAME HERE			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1- 2020-2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

ENTER GOVERNING BOARD NAME HERE			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2- 2019-2020				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

ENTER GOVERNING BOARD NAME HERE			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3- 2018-2019				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

ENTER GOVERNING BOARD NAME HERE			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4- 2017-2018				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

FORZA Education Management			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year) 2021-2022				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Collier	Gulf Coast Charter Academy South	9034	Active	100% COVID	B	$3,870,323	47.20%	No
Lee	Oak Creek Charter School of Bonita Springs	4281	Active	100% COVID	C	$1,856,630	7.20%	No
Manatee	Parrish Charter Academy	2181	Active	100% COVID	C	$958,269	19.30%	No

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

FORZA Education Management			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1- 2020-2021				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Collier	Gulf Coast Charter Academy South	9034	100% COVID	A	$3,051,930	41.70%	No
Lee	Oak Creek Charter School of Bonita Springs	4281	100% COVID	NA COVID	$3,035,065	68.10%	No
Manatee	Parrish Charter Academy	2181	100% COVID	B	$453,198	14.20%	No

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

FORZA Education Management			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2- 2019-2020				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Collier	Gulf Coast Charter Academy South	9034		NA COVID	$2,171,980	25.20%	No
Lee	Oak Creek Charter School of Bonita Springs	4281		NA COVID	($181,761)	-4.40%	No
Manatee	Parrish Charter Academy	2181		NA COVID	$223,613	10.70%	No

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

FORZA Education Management			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3- 2018-2019				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Collier	Gulf Coast Charter Academy South	9034		B	$2,067,447	24.00%	No
Lee	Oak Creek Charter School of Bonita Springs	4281		B	$ (240,699)	-6.50%	No
Manatee	Parrish Charter Academy	2181	NA	NA	NA	NA	NA

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Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

FORZA Education Management			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4- 2017-2018				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Collier	Gulf Coast Charter Academy South	9034		A	$2,871,196	29.40%	No
Lee	Oak Creek Charter School of Bonita Springs	4281		C	$ 78,918	2.30%	No
Manatee	Parrish Charter Academy	2181	NA	NA	NA	NA	NA

ADDENDUM EE

Draft contract between school and ESP



FORZA Education Management

FORZAedu.com

MANAGEMENT AGREEMENT

North River Charter Academy

This **MANAGEMENT AGREEMENT** (the "**Agreement**"), effective as of July 1, 2025 (the "**Effective Date**"), is entered into by and between **NORTH RIVER CHARTER ACADEMY, INC.**, a Florida nonprofit corporation ("**Client**"), and **FORZA EDUCATION MANAGEMENT, LLC**, a Florida limited liability company ("**Manager**").

RECITALS

WHEREAS, Client has or will submit an application to the Manatee County School Board (the "**Sponsor**") to establish a public charter school in Manatee County, Florida, which anticipates welcoming students in August 2025;

WHEREAS, Manager has extensive experience operating public charter schools and provides support level services to other nonprofit entities operating public charter schools; and

WHEREAS, Client desires for Manager to provide these services to the Charter School and Manager desires to provide such services.

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, and other valuable consideration, the receipt of sufficiency of which are hereby acknowledged, the parties mutually agree to be bound by the following terms:

1. **Recitals.** The forgoing recitals are true, correct and incorporated herein by reference.

2. **Definitions.**

2.1 **Applicable Laws.** The term "Applicable Laws" shall refer to all local, state, and federal laws applicable to Client and Manager.

2.2 **Board.** The term "Board" shall refer to the Board of Directors of Client.

2.3 **Charter Contract.** The term "Charter Contract" shall refer to the charter contract Client has or will enter into with the Sponsor for operation of the Charter School, as may be amended from time-to-time.

2.4 **Charter School.** The term "Charter School" shall refer to the public charter school operated by Client and known as North River Charter Academy.

2.5 **Facility.** The term "Facility" shall refer to the educational and administrative facilities of the Charter School.

2.6 **Gross Revenues.** The term "Gross Revenues" shall mean all receipts and revenues of the Charter School of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by Client.

2.7 **Management Fee.** The term "Management Fee" shall refer to the fee to be paid by Client to Manager pursuant to Section 19 of this Agreement

2.8 **Principal.** The term "Principal" shall refer to principal or school leader of the Charter School.

2.9 **School Year.** The term "School Year" shall refer to August 1st through the following July 31st of each year.

2.10 **Services.** The term "Services" shall refer to the services to be provided by Manager under this Agreement, as more particularly set forth in Section 9 of this Agreement.

2.11 **Sponsor.** The term "Sponsor" shall refer to the School Board of Manatee County.

2.12 **Term.** The term "Term" shall be as set forth in Section 3 of this Agreement.

GENERAL TERMS

3. **Term.** This Agreement will be effective on the Effective Date and shall remain in effect through the last day of the Charter Contract, as the Charter Contract term may be extended or amended from time to time (the "**Term**"). This Agreement will automatically renew when the Charter Contract is renewed and remain in effect for the length of the Charter Contract term unless otherwise terminated by either party.

4. **Compliance with Applicable Laws.** Each party acknowledges that it will perform its obligations and duties under this Agreement in accordance with the Applicable Laws.

5. **Scope of Duties.** Manager's obligations to Client and rights with respect to the operation of the Charter School shall be only as expressly set forth in this Agreement. Duties not expressly set forth herein as being Manager's responsibility shall remain the sole responsibility of Client.

6. **Designation of Agents.** Only to the extent required to provide the Services, Client designates the officers and employees of Manager as agents of Client having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("**FERPA**") and other applicable laws, to the extent necessary to carry out Manager's duties hereunder. Client hereby authorizes Manager to communicate with and negotiate on Client's behalf with all federal, state and local government agencies unless specifically instructed otherwise by Client.

7. **Proprietary Rights and Intellectual Property.** Client will own all proprietary rights to materials that are developed on its behalf and paid for by Client. Manager shall own all proprietary rights to systems, procedures, and other intellectual property that are developed, copyrighted, trademarked, or similarly protected by Manager that are both directly developed and paid for by Manager.

8. **No Disparagement.** The parties agree that a good working relationship involves mutual respect and decorum. Therefore, during the Term of this Agreement, no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either party.

RESPONSIBILITIES AND SERVICES OF MANAGER

9. **Services.** During the Term of this Agreement, Manager will provide to Client comprehensive school operation services necessary for the operation of the Charter School, including in the following areas: financial management, business administration, educational program management, legal compliance, recruitment and community outreach, human resources, and governance (collectively, the "**Services**"). The Services are more particularly described in Exhibit "A" of this Agreement. Manager agrees to diligently and competently perform the Services contemplated under this Agreement, using due care and devoting such time and attention as is reasonably necessary for the faithful performance of Manager's duties.

9.1 **Financial Management.** Manager will secure and oversee back-office accounting and financial management services to Client, including those set forth below and in Exhibit "A."

9.1.1 **Financial Reports.** Manager shall prepare monthly financial reports, including an updated general ledger, balance sheet, cash flow statement, and any other financial reports as are required under Florida law and the Charter Contract, with such financial reports to be provided to the Client's administration and Board for review. All financial reports should be current and accurate.

9.1.2 **Budget.** Manager shall prepare and submit for approval an annual budget to the Board no later than July 1 of each year or 30 days prior to the date the annual budget is due to the Sponsor per the Charter Contract, whichever is earlier. This budget shall include all proposed revenues and expenditures based on the the projected student enrollment, proposed staffing model and salary requirements, capital requirements, debt repayment schedule, and any other matters that are customary or required by law. Manager also agrees to periodically develop budget amendments for approval by the Board on an as-needed basis.

9.1.3 **Accounts Payable/Receivable.** Manager will oversee and manage all accounts receivable and accounts payable for the Charter School. Manager will ensure that all expenditures of the Charter School's funds are made only in accordance with the budget approved by the Board.

9.1.4 **CPA Services & Tax Filings.** Manager shall secure and coordinate the services of a certified public account to provide appropriate tax filings for the Charter School. Client will pay the costs of the certified public accountant, and such costs are expressly excluded from this Agreement.

9.1.5 **Bookkeeping and Financial Controls.** In providing the financial management services hereunder, Manager will abide by the requirements of Client's financial policies and will ensure that it has its own internal controls to guard against fraud and waste. Manager will ensure that there is adequate bookkeeping and sufficient documentation to support all financial transactions conducted on behalf of Client.

9.1.6 **Audits.** Manager will assist the school by securing an auditor and will fully cooperate with, facilitate, and provide all necessary documentation in relation to all audit's conducted on the Charter School's accounts and records.

9.2 **Business Administration.** Manager shall provide business administration services, including those set forth below and in Exhibit "A."

9.2.1 **Facility Operation and Maintenance.** Manager will coordinate routine operation and maintenance services for the Charter School's Facility consistent with any leases, financing

documents, codes and ordinances, or other restrictions and requirements pertaining to the Facility. All facility operation and maintenance costs shall be borne by Client.

9.2.2 **Procurement.** Manager will assist in the procurement of goods and services, and facilitate the procurement process consistent with the approved budget, the requirements of law, and the Charter School's financial policies. All procurement costs shall be borne by Client.

9.2.3 **Vendor Management and Bill Payment.** Manager will secure and coordinate contracts with third-party vendors to provide goods or services to the Charter School, including solicitation of necessary vendors, negotiation of contracts for the Board's approval, financial management of vendor contracts, coordination with vendors, and oversight of vendor responsibilities. Vendor services include remitting payment for all goods and services purchased, after verifying receipt of goods or services by the Charter School, payment of any other bills, and payment of facility allocation expenses and debt service when due, all in accordance with Charter School's internal controls and consistent with its approved budget. Manager shall keep Client informed of the status and performance of all vendor contracts. All vendor costs shall be borne by Client.

9.2.4 **Transportation and Food Services.** Manager will coordinate the provision of transportation and food services for the students enrolled at the Charter School, to the extent the Charter School provides such services to students, together with the management and assessment of the services provided under any contracts and/or by employees involved in providing such services. All transportation and food service costs will be borne by Client.

9.2.5 **Information Technology/Networking.** Manager will assist in the management of the Charter School's information technology, systems and networks, hardware, and software, as well as procurement of necessary information technology as budgeted for and approved by the Board. Manager shall assist in coordinating information safety and security protocols to safeguard the Charter School's information systems and ensure the confidentiality of all sensitive information. Manager shall also assist and provide trainings for the Charter School's personnel on utilizing and implementing new technologies. All technology, systems, networks, hardware, and software costs shall be borne by Client.

9.3 **Education Program Management.** Manager shall provide education program management services, including those set forth below and in Exhibit "A."

9.3.1 **Enrollment Administration.** Manager will advise and assist the Charter School's office manager and school leader on class scheduling, coding, and similar duties pertaining to the general duties of the office manager, including inputting data in the Charter School's student information system. Enrollment administration includes maintenance of proper records and documentation required for public funding for the Charter School and audits.

9.3.2 **Admissions.** Manager will assist and advise the Charter School's administration on matters related to student admissions, including development and implementation of enrollment and lottery procedures.

9.3.3 **Educational Programming.** Manager will assist and advise the Charter School's administration on implementing all aspects of its educational program in manner that meets the needs of the Charter School's students, the requirements of the law, and the requirements of the Charter Contract. Notwithstanding the foregoing, Manager does not make any representations regarding the educational results to be achieved or student performance on state mandated testing.

9.3.4 **Course Scope and Sequencing.** Manager will advise and assist the Charter School's administration on course scope and sequencing and the development and implementation of curriculum maps for use by instructional personnel.

9.3.5 **Curriculum and Instructional Materials.** Manager will advise and assist in the selection, procurement, and implementation of the curriculum and instructional materials used at the Charter School. All costs of the curriculum and instructional materials shall be borne by Client.

9.3.6 **Instructional Practices.** Manager will advise and assist the Charter School's administration on developing and implementing best practices and strategies for effective instruction.

9.3.7 **ESE/Gifted/ELL.** Manager will advise and assist the Charter School's administration on the development and implementation of its Exceptional Student Education ("**ESE**"), Gifted, and English Language Leaners ("**ELL**") programs for students.

9.3.8 **Student Discipline.** Manager will advise and assist the Charter School's administration on matters relating to student discipline and implementation of the Charter School's code of student conduct.

9.3.9 **Extra-Curricular and Co-Curricular Programs.** Manager will advise and assist in the development and implementation of appropriate extra-curricular and co-curricular activities and programs at the Charter School.

9.3.10 **Parent Complaints/Concerns.** Manager will assist and consult with the Charter School's leadership on effective ways to address parent complaints and concerns, including development and implementation of a grievance procedure.

9.4 **Legal.** Manager shall provide certain oversight services pertaining to legal matters effecting the Charter School, including those set forth herein and in Exhibit "A." Manager shall assist the Charter School in complying with the Applicable Laws, including development and implementation of compliance measures and protocols. Manager is also authorized to consult and strategize with the Charter School's legal counsel on legal matters pertaining to the Charter School, including any ongoing or threatened investigations, litigation, or other similar matters. Client acknowledges that the services contemplated under this section do not include the practice of law. All legal costs pertaining to the Charter School shall be borne by Client.

9.5 **Recruitment and Community Outreach.** Manager shall advise and assist with certain student recruitment and community outreach services, including those set forth herein and in Exhibit "A." Manager shall provide coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by Charter School and Manager, which approval may not be unreasonably withheld. Such services may also entail consultation on increasing enrollment and developing and implementing student recruitment programs and initiatives. All advertising and public relations costs shall be borne by Client.

9.6 **Human Resources.** Manager shall provide certain human resource services, including those set forth below and in Exhibit "A." The Principal, teachers, and support staff/non-instructional personnel selected by Manager and Client pursuant to this Agreement will be employees of Client. All payroll, benefits, and other costs pertaining to the Charter School's employees shall be borne by Client.

9.6.1 **Hiring/Firing/Discipline.** Manager will assist, support, and advise Client on hiring/firing and employee disciplinary decisions. Client will not hire, fire, or materially discipline any employee without prior consultation with Manager. Manager will recommend the

employment contract with the Principal to the Board for its approval, including the proposed duties and compensation of the Principal. Manager will assist with coordinating all reference checks and criminal background checks on all employees and other personnel working or providing services to the Charter School. Once an employee is hired, the Office Manager will coordinate all onboarding for the employee, including fingerprinting and background screenings.

9.6.2 **Employee Evaluations.** Manager will conduct an annual evaluation of the Principal for presentation to the Board meeting the criteria set forth in 1012.34, Florida Statutes. All teacher evaluations will be coordinated and conducted jointly between the Principal and Manager. The Manager will assist the Board of Directors with the annual principal board evaluation.

9.6.3 **Benefits.** Manager will secure and administer human resource services and benefits for employees hired by the Charter School. Manager will work with the Board and the Charter School's leadership to develop a package of employee benefits that will be provided to the Charter School's employees.

9.6.4 **Employee Training.** Manager will provide or arrange for training (i) in the instructional methods and curriculum which comprise the Charter School's education program, and (ii) technology support training for instructional personnel. Non-instructional personnel will receive such training as Manager determines to be reasonable and necessary under the circumstances. Client shall be responsible for paying any training costs for instructional and non-instructional personnel.

9.6.5 **Payroll and Tax Forms.** Manager will oversee the payroll process, payroll returns, and IRS W-2 forms for the Charter School's employees based on information provided by the Charter School.

9.7 **Governance.** Manager shall provide certain governance services, including those set forth below and in Exhibit "A." Manager will keep the Board apprised of all significant matters impacting the Charter School, attend meetings of the Board, and advise the Board on policy development, and comply with all other requirements of this Agreement pertaining to the Board.

9.7.1 **Board Meetings.** A representative of Manager shall attend all meetings of the Board. Manager will coordinate with the chairperson of the Board and Principal and develop an agenda for all meetings. Manager will also coordinate with the Board as to its schedule and arrange for proper notice of Board meetings as such notice is required by the Charter Contract and Applicable Laws. Manager will provide monthly financial reports to the Board, as described herein. Manager will also provide back-up items to the Board a sufficient number of days prior to each Board meeting to allow for review by Board members ahead of the meeting.

9.7.2 **Policy Development.** On an as-needed basis, Manager will recommend policies, rules, regulations, and procedures applicable to the Charter School for consideration and approval by the Board.

10. **Maintenance of Records.** Manager will maintain accurate financial, employee, and student records pertaining to the Services. Such records shall be maintained by Manager at the Facility in physical or electronic form and will be made available to Client, the state, or any auditor within no more than 48 hours of a request.

11. **Budgeting for Services.** Manager will be responsible and accountable to the Client for the provision of all Services, and all duties and responsibilities hereunder are expressly limited by the budget adopted by the Board for the Charter School. Manager may not expend funds on such Services in excess of the amounts set forth in such budgets.

12. **Background Screening.** Manager agrees that each of its employees and agents who will be accessing school grounds when students are present or who have direct contact with students, will undergo and meet Level 2 screening and fingerprint requirements as described in Sections 1012.32 and 435.04, Florida Statutes, and as conducted by Client or Sponsor. Manager also agrees that any of its employees or Managers handling funds or finances of the Charter School be subjected to the screening and fingerprinting requirements required by law for such positions.

13. **Subcontracting.** Manager may provide the Services through subcontracts at its own expense and with Client's approval, unless prohibited by the Applicable Laws.

14. **Other Schools.** Client acknowledges that Manager may enter into similar service agreements with other schools and/or school-related entities. The performance of Manager's duties for any other school shall not interfere with the performance of Manager's duties under this Agreement. Manager shall maintain separate accounts for expenses incurred by and on behalf of the Charter School and such other schools, and shall only charge Client for expenses incurred by or on behalf of the Charter School.

RESPONSIBILITIES OF SCHOOL

15. **Good Faith Obligation.** Client shall exercise good faith in considering the recommendations of Manager, including but not limited to, Manager's recommendations concerning policies, rules, regulations, staffing, and budgets pertaining to the Charter School.

16. **Assistance to Manager.** Client shall cooperate with Manager in furnishing all information and submitting all forms and reports required in association with this Agreement. Client shall timely furnish Manager with all documents and records necessary for Manager to properly perform its responsibilities under this Agreement. Client will provide Manager access to all account information for the Charter School, as well as all information related to revenues received by the Charter School from any source and all expenditures.

17. **Significant Events.** Client agrees to timely notify Manager of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) significant events of any other type that could adversely affect Manager or Client's ability to comply with the terms of this Agreement.

18. **Retained Authority.** Client shall be responsible for the fiscal, academic, and employment policy of the Charter School and remains ultimately responsible for fiduciary oversight and operations of the Charter School. Client shall also retain all authority that has not been delegated under this Agreement or cannot be delegated pursuant to the Applicable Laws.

FEES AND REIMBURSEMENTS

19. **Management Fee.** For the Term of this Agreement, Client shall annually pay Manager a Management Fee ("**Management Fee**") of THIRTEEN PERCENT (13%) of Gross Revenues generated by the Charter School and received by Client pursuant to the Charter Contract for each School Year. The Management Fee shall be paid in monthly installments on or about the first day of each month. The

Management Fee shall be adjusted during each School Year based on changes in the projected Gross Revenues for the Charter School as reflected in any amended budget adopted by the Board, and shall be reconciled within thirty (30) days following the end of each School Year based on actual Gross Revenues received.

20. **Reasonable Compensation and Ownership of Funds.** The Management Fee under this Agreement is reasonable compensation for the Services. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Charter School. Any funds received by the Charter School, and not spent on its behalf, belong to Client, and not to Manager. Any funds advanced to Manager for payments on behalf of Client belong to Client until the point that they are legally expended by Manager on behalf of Client.

21. **Order of Payment of Expenses and Fee Deferral.** Expenses of the Charter School shall be paid each month in accordance with the budgets and in the following order of priority: (1) facility lease payments or any amounts due and payable by Client pursuant to a loan agreement or mortgage, (2) salaries and benefits of the Charter School's personnel, (3) other operating expenses, and (4) monthly installments of the Management Fee for the Services. In the event there are insufficient funds in a month to pay the monthly installment of the Management Fee, such Management Fee will be deferred and accrue as an account payable until such time as there are sufficient funds to make payment. In the event that there are insufficient funds at the end of any fiscal year of the Charter School to pay the monthly or deferred Management Fees, such outstanding Management Fees may be forgiven in full by Manager. Manager may advance the school the necessary funds at the end of each school year to balance the annual budget and be in financial compliance. The advanced funds may be recouped to the Manager over time.

22. **Reimbursements.** In addition to the Management Fee, Client will reimburse Manager for all commercially reasonable costs incurred and paid by Manager in providing the Services to Client. Such reimbursements shall exclude costs incurred by Manager relating to salaries and benefits of its own employees, office space, overhead, and other general operating costs of Manager which are not directly related to the Charter School or incurred on Client's behalf. Manager will not add any fees or charges to the costs of equipment, services, materials, or supplies that Manager purchases with Client's funds, on behalf of Client or as Client's agent, from a third-party vendor.

23. **Purchased Goods and Services.** Unless expressly stated otherwise herein, all goods and services that Manager purchases on behalf of Client pursuant to this Agreement shall be the sole obligation of Client, so long as the goods and services were properly authorized by Client or included in the Board's adopted budget.

24. **No Transfer of Assets.** No Client assets will be transferred to the Manager except for payment of the Management Fee, reimbursement of expenses as allowed by this Agreement, and other assets transferred upon approval of the Board and payment by Manager to Client of a fair market value for such assets.

25. **Other Revenue Sources.** Client and Manager may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of Client and in the name of Client; provided, however, that (i) solicitation of such grants by Manager that are in excess of One Hundred Thousand Dollars ($100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by Manager or Client from such other revenue sources shall be deemed to be Client's funds, and (iii) Manager shall not be required to administer any grants that are not specifically approved, in writing, by Manager, in advance.

DEFAULT AND TERMINATION

26. **Termination for Cause.** This Agreement may be terminated for cause by either party at any time upon the occurrence of any Material Default, following the requisite notice and time period for opportunity for cure, if applicable. Notwithstanding anything herein to the contrary, Manager shall continue to serve the Charter School hereunder for a minimum of sixty (60) days after a failure by Client to make a Management Fee payment hereunder and the Manager shall not discontinue any Services provided in connection with the Client due to the nonpayment of any Management Fees for such sixty (60) day period. Nothing herein shall be construed as limiting the ability of either party to seek any other available remedies at law or equity.

27. **Material Default.** The following shall be considered events of Material Default under this Agreement:

27.1 Client fails to make any payment due hereunder to the Manager within ten (10) days after the date such payment was due.

27.2 Manager or Client commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same is not dismissed within sixty (60) days.

27.3 Manager fraudulently uses or misappropriates Client's funds.

27.4 Manager engages in conduct that threatens the health, safety, or welfare of Client's staff or students.

27.5 An administrative or judicial body has revoked any license or authorization which is required for Manager to carry on its business and perform its obligations and functions under this Agreement.

27.6 Either party materially breaches any other terms of this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice from the other party, or where the matter cannot reasonably be remedied within a thirty (30) day time period, the breaching party fails to commence the remedial measures in good faith within the thirty (30) day period or to diligently pursue the completion of such measures thereafter.

27.7 Client's Charter Contract for the operation of the Charter School is terminated and such termination is not reversed or rescinded within thirty (30) days thereafter.

28. **Opportunity to Cure.** Unless a different time is prescribed herein, the parties shall have thirty (30) days after receipt of written notice of a Material Default to cure the Material Default, except that any Material Default concerning the health, safety, or welfare of Client's students or any fraudulent misconduct shall be grounds for immediate termination of this Agreement.

29. **Duties Upon Termination or Expiration.**

29.1 **Personal Property.** Upon termination or expiration of this Agreement, the Manager shall have the right to: (i) remove equipment and other assets owned or leased by Manager; or (ii) Client may retain such equipment or assets if it reimburses Manager for the actual cost, less

depreciation, of any equipment purchased by Manager with Manager funds and used solely for purposes of Client.

30. **Change in Law.** If any federal, state or local law or regulation, court or administrative decision or Attorney General's opinion, including any change in law or appropriations relating to charter schools (a "**Change in Law**") has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third-party mediator for voluntary mediation. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 90 days' further written notice or at the end of a School Year, whichever is earlier.

INDEMNIFICATION AND INSURANCE

31. **Indemnification.** Each party to this Agreement does hereby indemnify, defend and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. This duty to indemnify shall survive termination of this Agreement.

32. **Liability and Professional Practices Insurance.** During the Term, Client each party shall carry and maintain commercial general liability insurance (including sexual abuse and molestation coverage) with coverage of at least $1,000,000 per occurrence and $2,000,000 aggregate and professional practices liability insurance with coverage of at least $1,000,000. Such policies shall provide for coverage on an occurrence basis with subrogation waived and the other party shall be named as an additional insured or loss payee. Each party shall also carry and maintain any other types of insurance that are reasonably recommended by an insurance consultant and which are not cost prohibitive.

33. **Workers' Compensation Insurance.** Each party will maintain and pay for workers' compensation insurance as required by law, covering their respective employees.

34. **Notices of Insurance Coverage.** At the commencement of this Agreement, and no later than July 1 of each year thereafter, each party shall provide to the other certificates of insurance evidencing the insurance required by this Agreement and upon renewal of said policies if such renewal takes place at a time other than June 30 each year. Each party shall also, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Agreement. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

MISCELLANEOUS

35. **Further Assurance.** Client and Manager shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, Manager shall have no obligation to

agree to any changes which (a) materially increase Manager's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize Manager's receipt of the Management Fee, or (d) would prevent Manager from meeting the Charter School's educational goals.

36. **Dispute Resolution.** Manager and Client agree that any controversy or claim arising out of or relating to this Agreement shall first be attempted to be settled by non-binding mediation not to exceed one (1) day in length within forty-five (45) days of receipt of written notice from the party requesting mediation. The parties shall choose a mutually agreeable mediator and shall equally bear the costs associated with the same. Should the mediation not result in settlement of the entire dispute, then all remaining issues shall be resolved by single-arbitrator binding arbitration administered by the American Arbitration Association ("AAA"). Judgment on the award rendered by the arbitrator may be entered in the Circuit Court of Manatee County, Florida. The venue of the non-binding mediation and the binding arbitration shall be in Manatee County, Florida, or the AAA location in closest proximity thereto. The prevailing party to the binding arbitration shall be entitled to the recovery of its reasonable attorneys' fees and all costs related to both the non-binding mediation and the binding arbitration. Florida law shall apply to all above-referenced proceedings.

37. **Costs and Attorneys' Fees.** In the event of any dispute or action between the parties arising out of or related to this Agreement, the prevailing party shall be entitled to an award of attorney fees and costs, including attorney fees and costs incurred during the pendency of any appeal.

38. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, pandemic, epidemic, declaration of state or national emergency, sabotage, accident, labor strike or other acts beyond its reasonable control, provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided herein.

39. **Governing Law and Venue.** The laws of the State of Florida will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement with venue lying solely in Manatee County, Florida.

40. **Official Notices.** All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

If to Client:	**If to Manager:**
North River Charter Academy, Inc.	FORZA Education Management, LLC
P.O. Box 830	P.O. Box 830
Parrish, FL 34219	Parrish, FL 34219.
Attn: Mark McCabe, Board Chair	Attn: Chuck Malatesta, CEO

41. **Assignment.** This Agreement shall not be assigned by either party without the written consent of the other party.

42. **Amendment.** This Agreement will not be altered, amended, modified or supplemented except in a written document signed by authorized officers of both Client and of Manager.

43. **Waiver.** No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

44. **No Third Party Rights.** This Agreement is made for the sole benefit of Client and Manager, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

45. **Survival of Termination.** All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

46. **Binding Effect; Counterparts.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

47. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties and supersedes and replaces any and all prior agreements and understandings between the parties relating to the subject matter herein.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the undersigned have executed this Agreement, effective as of the Effective Date.

"Client"	**"Manager"**
North River Charter Academy, Inc. a Florida nonprofit corporation	**FORZA Education Management, LLC** a Florida limited liability company
Mark McCabe	
Signature	*Signature*
Print Name: MARK McCABE	Print Name:
Title: PRESIDENT	Title:
Date: 4-26-23	Date:

NORTH RIVER CHARTER ACADEMY

EXHIBIT A

Services to be Provided

Financial Management

- General Accounting Services
- General Ledger Account and Bank Reconciliation
- Cash Flow Reports
- Revenues
- Accounts Payable
- Accounts Receivable
- Donation Management
- Grant Management
- Scholarship Management
- Budget Development and Amendments
- Tax Filings
- Financial Reporting
- Apply for and Manage Available Public Funding
- Coordinate Services of Certified Public Accountant

Administrative

- Contract Management
- Vendor Management
- Procurement
- Asset Management/Inventory
- National School Lunch Program Management
- Food Service Management
- Facility Operation and Management
- Transportation Management (i.e. buses)
- Information Technology (IT) and Network Management
- Maintenance and Retention of Records
- Safety and Security Management
- Website Management
- Grievance Management
- Insurance Management
- Policy Development
- Policy Implementation

Education Program

- Class Scheduling/Enrollment Administration
- Admissions/Lottery
- Educational Programming
- Course Scope and Sequencing/Curricular Mapping
- Instructional Practices Development
- Selection of Instructional Materials
- Field Trip Management
- Extracurricular Program Management
- Advise on Special Education Issues

- Advise on Gifted Student Issues
- Advise on ELL Issues
- Manage Parent Complaints/Concerns
- Advise on Student Discipline Matters

Legal

- General Legal Compliance
- 501(c)(3) Compliance
- Federal Programs Compliance
- Advise on Title IX and Similar Investigations
- Communications/Negotiations with Federal, State, and Local Government Entities
- Manage Litigation and Complaints
- Manage Legal Counsel

Recruitment and Community Outreach Management

- Student Recruitment
- Advertising
- Community Outreach
- Fundraising
- Public Relations
- Social Media Management

Human Resources

- General Human Resource Management
- Benefits Management
- Teacher Certification Management
- Payroll
- Benefits Management
- Consult on Employee Recruitment
- Consult on Employee Staffing
- Employee Onboarding
- Employee Monitoring and Evaluations
- Develop salary schedules
- Consult on Discipline of Employees
- Employee Investigations
- Manage Staff Professional Development
- Coordinate Background Checks/Fingerprinting
- Manage Worker's Compensation and Disability Claims

Governance

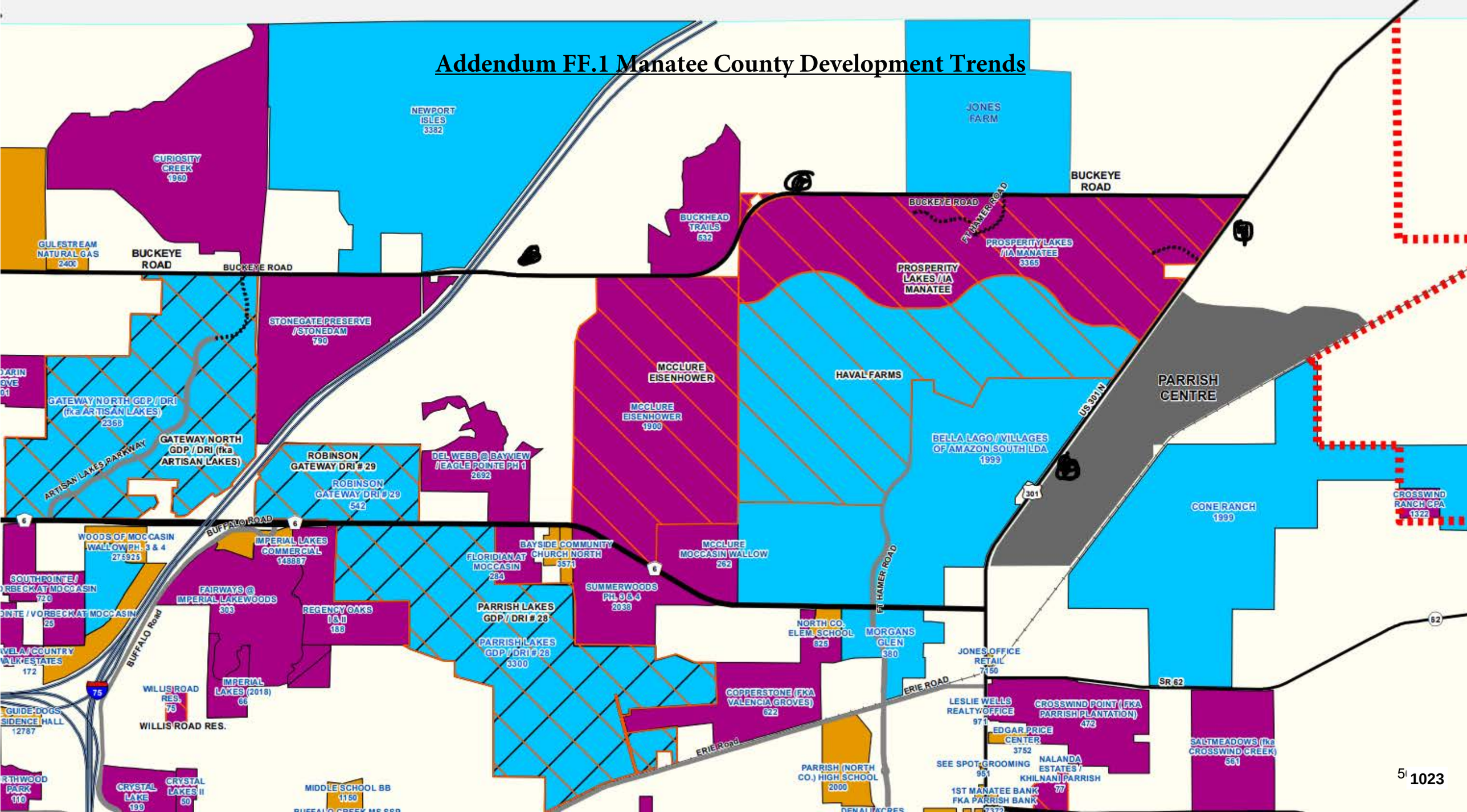
- Prepare Board Agendas and Minutes
- Attend Board Meetings
- Provide Board with Updates at Meetings
- Liaise with Board in between Board Meetings as Needed
- Recruit New Board Members
- Ensure Compliance with Bylaws and Other Governing Documents
- Advise on Policy Development

ADDENDUM FF

FF.1 Map of current and future development projects in the northern sector of Parrish, Florida

FF.2 Core Areas and Proposed Curriculum

Addendum FF.1 Manatee County Development Trends



Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR ENGLISH LANGUAGE ARTS K-8		
Grades	**Program**	**Rationale**
K-5 ELA Core Curriculum K-2 Core Writing Curriculum	Savvas ***myView Literacy***	• ***myView Literacy*** is a core curriculum that provides integrated literacy instruction which is grounded in the Science of Reading. Science and social studies themes are integrated into the literacy block. Students are required to solve a culminating, real-world challenge. Lessons bridge reading and writing skills. • Leveled Readers feature high-interest topics for both guided and independent reading. Each Unit of Study introduces the unit theme and essential question. The weekly sections build to the culminating project-based inquiry activity given at the end of each week. • Each lesson features a reading workshop with an infographic, a foundational skill to focus on, a main reading selection in a specific genre (realistic fiction, informational text, poetry, etc.), a reading-writing bridge, and a writing workshop. • During the Writing Workshop, student authors participate in daily "minilessons" where they're immersed in genres through mentor texts and develop their own writing skills." Teachers in grade K-2 will use the Writing Workshop from *myView Literacy* during the daily writing block.
2-8 Core Writing Program	***Write Score***	The **Write Score** Writing Program is composed of three main components: Text-Based Writing Assessments, Comprehensive Writing Data from Assessments, and Robust Instructional Resources. • All components are aligned to the FL ELA B.E.S.T. Standards in one or more of the FL B.E.S.T. areas: Communication; Following Conventions; Researching; and Creating and Collaborating. • Additionally, given the nature of text-based writing, some resources align with reading and/or vocabulary standards. • Instructional Resources and Assessment Data are organized into the same subcategories as are found in the FL B.E.S.T. Writing Rubrics, including Purpose & Structure, Development, and Language. • Expectations in writing skills and production (as defined by the FL B.E.S.T. Standards and FLDOE published materials) found in Write Score rubrics and resources increase with the progression of grade levels. • ***Write Score*** materials are based on effective best

Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR ENGLISH LANGUAGE ARTS K-8		
Grades	**Program**	**Rationale**
		practices, as supported by research, including, but not limited to: o a balance of direct instruction, guided instruction, and independent learning (Gradual Release of Responsibility Model) o teaching reading and writing for authentic meaning-making literacy experiences o teaching the writing process o teaching students to become fluent with handwriting, spelling, sentence construction, and word processing o using high-quality literature o using multiple texts that link and expand concepts o emphasizing of important concepts that build background knowledge o incorporating cooperative learning opportunities o instructing in comprehension and writing strategies o including a variety of assessment techniques to inform instruction (i.e., formative assessments, question answering, summarization)
K-3 Reading – Tier 2 Targeted Interventions and Tier 3 Intensive Interventions	Wilson Language Training ***Fundations*** **University of Florida Literacy Initiative (UFLI)** Lesson Resources and Foundations Toolbox	• ***Fundations*** uses a structured literacy approach grounded in the Science of Reading to teach foundational reading skills. Instruction and practice occur in a systematic, cumulative, explicit, diagnostic, and integrated manner, allowing students to experience grater gains in the skills required for independent reading and spelling. • ***Fundations*** is specifically designed for K-3 students. It was designed for use in three situations: (1) preventatively, in grades K-3, for whole class instruction; (2) as an intervention for the targeted lowest 30th percentile of student readers; or (3) for students with language-based learning disabilities, as intensive instruction. • Fundations students receive a systematic program in critical foundational skills emphasizing: o Print concepts o Letter formation o Phonological and phonemic awareness o Sound mastery o Phonics, word study, and advanced word study o Trick word (high frequency word) instruction

Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR ENGLISH LANGUAGE ARTS K-8		
Grades	**Program**	**Rationale**
		○ Vocabulary ○ Accuracy, Automaticity, and Fluency ○ Comprehension strategies ○ Handwriting ○ Spelling • ***UFLI Foundations*** is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade to focus on: • The process of reading acquisition • Key linguistic elements necessary for reading • Evidence-based instructional methods that promote reading proficiency
6-8 ELA Core Curriculum	***Amplify ELA***	***Amplify ELA*** is a blended English language arts core curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA is an interactive core curriculum that brings complex texts to life. Multiple entry points and differentiated supports allow every student, regardless of fluency or ability level, to engage deeply with the same complex texts and rigorous curriculum.
K-8 Reading Diagnostic and Progress Monitoring; Tier 2 and Tier 3 Interventions	Curriculum Associates ***i-Ready* Reading**	***i-Ready Reading*** *and i-Ready Assessment* data are used to motivate and assist students on their paths to proficiency. *i-Ready Tools for Instruction* are used to provide Tier 2 and Tier 3 interventions, with specific number of days and minutes varying based on tier.
6-8 Intensive Reading (Tier 2 and Tier 3)	HMH ***Read 180***	***Read 180*** *is an evidence-based blended learning solution that* integrates best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive systematic, explicit instruction and

Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR ENGLISH LANGUAGE ARTS K-8		
Grades	**Program**	**Rationale**
		practice of foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers. *Read 180* integrates the most effective reading intervention strategies for Tier 2 and Tier 3 to support students who are reading below grade level.

PROPOSED CURRICULUM FOR MATHEMATICS (K-8) & ALGEBRA 1		
Grades	**Program**	**Rationale**
K-8 Math Core Curriculum	National Geographic Learning ***Big Ideas Math***	***Big Ideas Math*** is a research-based K–8 series, written by renowned authors Dr. Ron Larson and Dr. Laurie Boswell. This series engages students through rich explorations and in-class problem solving. The instructional design guides students through concepts from surface-level to deep-level learning and allows them to transfer these skills to new concepts in a complete and comprehensive way. This allows for balanced lessons with built-in differentiation, as well as RTI support. Learning targets and success criteria help to focus student learning and make learning visible to teachers and students. With a strong emphasis on problem-solving in the classroom, students can transfer their mathematical knowledge to new concepts and apply their understanding to real-life situations.
Algebra 1 Core Curriculum (6-8)	National Geographic Learning ***Big Ideas Algebra 1***	***Big Ideas Algebra 1*** empowers teachers and promotes student ownership so that all learners can succeed in math. Written by renowned authors, Dr. Ron Larson and Dr. Laurie Boswell. Topics covered include: Solving Linear Equations, Solving Linear Inequalities, Graphing Linear Functions, Writing Linear Functions, Solving Systems of Linear Equations, Exponential Functions and Sequences, Polynomial Equations and Factoring, Graphing Quadratic Functions, Solving Quadratic Equations, Radical Functions and Equations, and Data Analysis and Displays.
3-5 Supplemental Math Programs and 6-8 Classroom	ExploreLearning ***Reflex*** Exlore Learning *Frax*	ExploreLearning ***Reflex*** is a system for mastering basic facts in addition, subtraction, multiplication, and division. Reflex uses games to help students in grades 2 and above at every level quickly gain math fact fluency. Although designed for students in grades 3-5, the program may be used with older students who require additional support in learning basic facts.

Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR MATHEMATICS (K-8) & ALGEBRA 1		
Grades	**Program**	**Rationale**
intervention support for struggling students		ExploreLearning ***Frax*** uses the latest research-based instructional methods to create a more effective, more engaging way for students to learn fractions. Although designed for students in grades 3-5, the program may be used with older students who require additional support in learning fractions.
6-8 Math - Tier 2 and Tier 3 Interventions	***Math 180***	***Math 180*** is a blended-learning, intensive math intervention program that builds competence in core or dedicated intervention classrooms.

PROPOSED CURRICULUM FOR SCIENCE K-8		
Grade Levels	**Program**	**Rationale**
K-8 Science Core Curriculum	***Discovery Education Science***	The **Discovery Education** Florida Science curriculum is a research-backed, blended science curriculum, which is aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. The pedagogy of the program is grounded in the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate).
K-8 Supplemental Science Curriculum for STEM-Focused Lessons	***KnowAtom***	The ***KnowAtom*** curriculum launches students on a year-long process of hands-on discovery in three dimensions. The lessons build a big-picture narrative of what science and engineering are and use storylines to bring the content to life in scenarios where students investigate phenomena and design solutions to problems. This supplementary curriculum will be used in conjunction with the core science curriculum and incorporated into the Science Pacing Guides.

PROPOSED CURRICULUM FOR SOCIAL STUDIES (K-8)		
Grades	**Program**	**Rationale**
K-5 Social Studies Core Curriculum	Savvas ***My World Interactive K-5***	Savvas Social Studies programs and history programs promote inquiry built around the C3 Framework and aligned to the Florida Social Studies NGSSS. Compelling questions drive student inquiries and reinforce social studies. Students participate in real-world projects, analyze primary sources, and engage in constructive and collaborative action.

Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR SOCIAL STUDIES (K-8)		
Grades	**Program**	**Rationale**
6 Social Studies Core Curriculum	Savvas ***MyWorld Interactive World History***	***myWorld Interactive*** is aligned to the Florida Social Studies NGSSS and emphasizes project-based learning to explore world history, global turning points, and historical narratives. The Early Ages edition of *myWorld Interactive* includes strong ELA/literacy connections and multiple teaching options.
7 Civics Core Curriculum	Savvas ***Civics Interactive***	***Civics Interactive*** is a new digital program designed to actively promote civic engagement for young adults. The curriculum develops important civic competencies and life skills needed to become informed and responsible citizens. Instruction is provided on the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. In accordance with the Manatee County Student Progression Plan, the School will provide civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness, respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation.
7 Supplemental Civics Program	Florida Transformative Education ***Gateway to American Government and Civics***	***Gateway to American Government and Civics*** fosters student civic responsibility through a balanced course that is aligned to the new benchmarks for Civics education.
8 Social Studies Core Curriculum	Savvas ***My World Interactive American History***	***My World Interactive American History, and other*** Savvas social studies programs, promote inquiry built around the C3 Framework and aligned to the Social Studies NGSSS for Social Studies. Compelling questions drive student inquiries and reinforce social studies. Students participate in real-world projects, analyze primary sources, and engage in constructive and collaborative action.

Addendum FF.2
Core Academic Areas and Proposed Curriculum Charts

PROPOSED CURRICULUM FOR SOCIAL STUDIES (K-8)		
Grades	**Program**	**Rationale**
K-8 Student Leadership Life Skills/ Career Education	***Leader in Me***	***Leader in Me*** is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. This program will be embedded in the social studies block in grades K-8.
8 Career and Education Planning Course	**Xello** (by Future of Work Florida)	**Xello** is the newly selected online college and career readiness platform for the state of Florida. Xello offers intuitive tools designed to engage K-12 students in planning for life after high school. The course is Internet-based, customizable to each student, and includes research-based assessments to assist students in determining educational and career options and goals. The course will result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school. The course will emphasize the importance of entrepreneurship and employability skills and will include information from the Department of Economic Opportunity's economic security report and other state career planning resources.

ARTICLES OF INCORPORATION
OF
NORTH RIVER CHARTER ACADEMY, INC.

(A Florida Not-For-Profit Corporation)

The undersigned Incorporator hereby files this, the Articles of Incorporation of NORTH RIVER CHARTER ACADEMY, INC., as a non-profit corporation under Chapter 617, *Florida Statutes*:

Article I
NAME

The name of this corporation shall be NORTH RIVER CHARTER ACADEMY, INC. (hereinafter called the "Corporation").

Article II
PRINCIPAL OFFICE AND MAILING ADDRESS

The initial mailing address and office of the Corporation is 15209 27th Court E, Parrish, Florida 34219.

Article III
COMMENCEMENT OF CORPORATE EXISTENCE

The Corporation shall commence its existence as of the date of filing for incorporation with the Florida Secretary of State and shall have perpetual existence unless sooner dissolved according to law.

Article IV
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.

Article V
GENERAL POWERS

This Corporation shall have all the powers enumerated for corporations in the Florida Not-For-Profit Corporation Act, as it now exists and as hereafter amended, and all such other powers as are permitted by applicable law, including, without limitation and only by illustration, the following powers unless later restricted by applicable law or charter contract:

A. To have succession by its corporate name for the duration of its existence.

B. To sue and be sued and appear and defend in all actions and proceedings in its corporate name to the same extent as a natural person.

C. To have a corporate seal, which may be altered at pleasure, and to use the same by causing it, or a facsimile thereof, to be impressed, affixed, or in any other manner reproduced provided, however, such seal shall always contain the words "corporation not for profit."

D. To purchase, take, receive, lease, take by gift, devise or bequest or otherwise acquire, own, hold, improve, use, and otherwise deal in and with real or personal property or any interest therein, wherever situated.

E. To sell, convey, mortgage, pledge, create security interests in, lease, exchange, transfer, and otherwise dispose of all or any part of its property and assets.

F. To lend money for its corporate purposes, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds so loaned or invested.

G. To make donations for the public welfare or for religious, charitable, scientific, educational, or other similar purposes.

H. To increase, by a vote of its members cast as the Bylaws may direct, the number of its directors, so that the number shall not be less than three but may be any number in excess thereof.

I. To conduct its affairs, carry on its operations, and have offices and exercise the powers granted by the Florida Not-For-Profit Corporation Act in any state, territory, district, or possession of the United States or any foreign country.

J. To elect or appoint officers and agents and define their duties.

K. To adopt, change, amend and repeal the Bylaws, not inconsistent with these Articles of Incorporation or with the laws of the State of Florida, for the administration and regulation of its affairs and the exercise of its powers.

L. To have and exercise all powers necessary or convenient to effect its purposes.

Article VI
BOARD OF DIRECTORS

A. Powers of the Board. The affairs of the Corporation shall be managed under the direction of, the Board of Directors (also referred to as the "Board" or "Governing Board"). The Board of Directors shall have all the powers necessary or appropriate for the administration of the affairs of the Corporation.

B. Number. The affairs of this Corporation shall be conducted by a Board of Directors, the number of which shall be determined from time to time in accordance with the Bylaws, but shall never be less than three (3) Directors.

C. Election; Removal; Resignation. The manner of election, removal and resignation of Directors shall be regulated by the Bylaws.

D. Names and Addresses of Initial Board of Directors. The initial Directors shall be:

Name	Address	Title
Mark McCabe	1941 Isla Palma Circle, Naples, Florida 34119	President
Fugang (Frank) Zhou	4652 Navassa Lane, Naples, Florida 34119	Vice President
Gwen DaPore	10406 Stonewall Road, Prospect, Kentucky 40059	Secretary

Article VII
INITIAL REGISTERED OFFICE AND AGENT

The name and Florida address of the initial registered agent of the Corporation is The Arnold Law Firm, LLC, 3840 Crown Point Road, Suite B, Jacksonville, Florida 32257.

Article VIII
MEMBERSHIP

The Corporation does not have any members.

Article IX
INCORPORATOR

The name and street address of the incorporator of the Corporation is Mark McCabe, 1941 Isla Palma Circle, Naples, Florida 34119.

Article X
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.

Article XI
PROHIBITED ACTIVITIES

No part of the net earnings or distribution of the assets of the Corporation upon its dissolution shall inure to the benefit of, or be distributable to, its officers, members, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes of the Corporation set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article XII
AMENDMENT

These Articles of Incorporation may be amended at any time by a vote of a majority of the directors present at any regular or special meeting provided a quorum is present.

The undersigned Incorporator has executed these Articles of Incorporation on the 4th day of April, 2023.

Mark McCabe
Incorporator/Board Member

NORTH RIVER CHARTER ACADEMY

Bylaws
North River Charter Academy, Inc.

Effective Date: April 26, 2023

ARTICLE I. General

Section 1. Name.

The name of the corporation is **North River Charter Academy, 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 as 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.

Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

Section 2. Number.

The Board of Directors shall consist of a minimum of three (3) persons, with a maximum number of five (5) persons.

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. 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 to five (5) year terms. Board member terms are 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. For purposes of staggering the terms of Board members, the Board of Directors may adopt a resolution establishing board classes (the "Board Classes Resolution").

Section 5. Election.

The names of the initial Board members are set forth in the Certificate of Incorporation. The positions of any Board members whose terms have expired or if a board member no longer is interested in being on the board, 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 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. Resignation and Removal.

Board members shall be elected during the Corporation's Annual Meeting each year when a seat on the Board is up for election. A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Board member may be removed 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 7. Board Meetings.

Regular meetings of the Board of Directors shall be held at least once a quarter. Timely notice of all such regular meetings shall be provided. So long as the Corporation holds a 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 8. Annual Meetings.

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. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full 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.

Section 10. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Quorum may be established by in-person attendance or by 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. Voting by any written consent or proxy is prohibited so long as the Corporation is in a charter contract.

Section 11. 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 Resolution. The President of the Board may declare a seat vacant due to the excess absenteeism, death, incapacity, or resignation of a Board member. In the case of any vacancy, the President may call a meeting to order and declare a special quorum composed of at least a majority of the remaining Board members, even if this would be insufficient to establish a quorum for other purposes. A meeting called to order based on the existence of a special quorum may only conduct such business necessary to fill a vacancy on the Board and may not transact any other business unless a regular quorum is later established.

Section 12. 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. The Board of Directors shall set a schedule of allowable charges for meals, lodging, and mileage expended on Board business. Reimbursements shall not exceed these limitations.

Section 13. 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 14. 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 15. 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 principal, or his or her designee(s), must attend meetings of the Corporation in person.

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. Committee may be made up of Board members and non-Board members. 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. 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 a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as necessary. 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 and shall serve for the remainder of their current term on the Board and until their successors are elected and qualified.

Section 3. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the highest ranking officer of the Board, responsible, along with his/her fellow Board members, for the oversight of the Corporation's business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Board members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, 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) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the 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 duly 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) The Treasurer shall oversee the business administration of the Corporation, including, without limitation, its financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that regular books of account are kept for the Corporation that set out business transactions of the Corporation and reports and filing made, all in compliance with the applicable Florida law, and that such books to be at all times open to inspection at the Corporation's place of keeping to any Board member or as otherwise required by law or charter contract.

Section 4. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President 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 5. 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 President or his/her designee 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.

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 any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. 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 or 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.

CERTIFICATION

These Bylaws were adopted by at least a two-thirds (2/3) vote of the Board of Directors at its meeting held on April 26, 2023.

Mark McCabe, President
North River Charter Academy, Inc.

4. 26. 23
Date

FORZA Education Management
FORZAedu.com

MANAGEMENT AGREEMENT
North River Charter Academy

This **MANAGEMENT AGREEMENT** (the "**Agreement**"), effective as of July 1, 2025 (the "**Effective Date**"), is entered into by and between **NORTH RIVER CHARTER ACADEMY, INC.**, a Florida nonprofit corporation ("**Client**"), and **FORZA EDUCATION MANAGEMENT, LLC**, a Florida limited liability company ("**Manager**").

RECITALS

WHEREAS, Client has or will submit an application to the Manatee County School Board (the "**Sponsor**") to establish a public charter school in Manatee County, Florida, which anticipates welcoming students in August 2025;

WHEREAS, Manager has extensive experience operating public charter schools and provides support level services to other nonprofit entities operating public charter schools; and

WHEREAS, Client desires for Manager to provide these services to the Charter School and Manager desires to provide such services.

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, and other valuable consideration, the receipt of sufficiency of which are hereby acknowledged, the parties mutually agree to be bound by the following terms:

1. **Recitals.** The forgoing recitals are true, correct and incorporated herein by reference.

2. **Definitions.**

2.1 **Applicable Laws.** The term "Applicable Laws" shall refer to all local, state, and federal laws applicable to Client and Manager.

2.2 **Board.** The term "Board" shall refer to the Board of Directors of Client.

2.3 **Charter Contract.** The term "Charter Contract" shall refer to the charter contract Client has or will enter into with the Sponsor for operation of the Charter School, as may be amended from time-to-time.

2.4 **Charter School.** The term "Charter School" shall refer to the public charter school operated by Client and known as North River Charter Academy.

2.5 **Facility.** The term "Facility" shall refer to the educational and administrative facilities of the Charter School.

2.6 **Gross Revenues.** The term "Gross Revenues" shall mean all receipts and revenues of the Charter School of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by Client.

2.7 **Management Fee.** The term "Management Fee" shall refer to the fee to be paid by Client to Manager pursuant to Section 19 of this Agreement

2.8 **Principal.** The term "Principal" shall refer to principal or school leader of the Charter School.

2.9 **School Year.** The term "School Year" shall refer to August 1st through the following July 31st of each year.

2.10 **Services.** The term "Services" shall refer to the services to be provided by Manager under this Agreement, as more particularly set forth in Section 9 of this Agreement.

2.11 **Sponsor.** The term "Sponsor" shall refer to the School Board of Manatee County.

2.12 **Term.** The term "Term" shall be as set forth in Section 3 of this Agreement.

GENERAL TERMS

3. **Term.** This Agreement will be effective on the Effective Date and shall remain in effect through the last day of the Charter Contract, as the Charter Contract term may be extended or amended from time to time (the "**Term**"). This Agreement will automatically renew when the Charter Contract is renewed and remain in effect for the length of the Charter Contract term unless otherwise terminated by either party.

4. **Compliance with Applicable Laws.** Each party acknowledges that it will perform its obligations and duties under this Agreement in accordance with the Applicable Laws.

5. **Scope of Duties.** Manager's obligations to Client and rights with respect to the operation of the Charter School shall be only as expressly set forth in this Agreement. Duties not expressly set forth herein as being Manager's responsibility shall remain the sole responsibility of Client.

6. **Designation of Agents.** Only to the extent required to provide the Services, Client designates the officers and employees of Manager as agents of Client having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("**FERPA**") and other applicable laws, to the extent necessary to carry out Manager's duties hereunder. Client hereby authorizes Manager to communicate with and negotiate on Client's behalf with all federal, state and local government agencies unless specifically instructed otherwise by Client.

7. **Proprietary Rights and Intellectual Property.** Client will own all proprietary rights to materials that are developed on its behalf and paid for by Client. Manager shall own all proprietary rights to systems, procedures, and other intellectual property that are developed, copyrighted, trademarked, or similarly protected by Manager that are both directly developed and paid for by Manager.

8. **No Disparagement.** The parties agree that a good working relationship involves mutual respect and decorum. Therefore, during the Term of this Agreement, no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either party.

RESPONSIBILITIES AND SERVICES OF MANAGER

9. **Services.** During the Term of this Agreement, Manager will provide to Client comprehensive school operation services necessary for the operation of the Charter School, including in the following areas: financial management, business administration, educational program management, legal compliance, recruitment and community outreach, human resources, and governance (collectively, the "**Services**"). The Services are more particularly described in Exhibit "A" of this Agreement. Manager agrees to diligently and competently perform the Services contemplated under this Agreement, using due care and devoting such time and attention as is reasonably necessary for the faithful performance of Manager's duties.

9.1 **Financial Management.** Manager will secure and oversee back-office accounting and financial management services to Client, including those set forth below and in Exhibit "A."

9.1.1 **Financial Reports.** Manager shall prepare monthly financial reports, including an updated general ledger, balance sheet, cash flow statement, and any other financial reports as are required under Florida law and the Charter Contract, with such financial reports to be provided to the Client's administration and Board for review. All financial reports should be current and accurate.

9.1.2 **Budget.** Manager shall prepare and submit for approval an annual budget to the Board no later than July 1 of each year or 30 days prior to the date the annual budget is due to the Sponsor per the Charter Contract, whichever is earlier. This budget shall include all proposed revenues and expenditures based on the the projected student enrollment, proposed staffing model and salary requirements, capital requirements, debt repayment schedule, and any other matters that are customary or required by law. Manager also agrees to periodically develop budget amendments for approval by the Board on an as-needed basis.

9.1.3 **Accounts Payable/Receivable.** Manager will oversee and manage all accounts receivable and accounts payable for the Charter School. Manager will ensure that all expenditures of the Charter School's funds are made only in accordance with the budget approved by the Board.

9.1.4 **CPA Services & Tax Filings.** Manager shall secure and coordinate the services of a certified public account to provide appropriate tax filings for the Charter School. Client will pay the costs of the certified public accountant, and such costs are expressly excluded from this Agreement.

9.1.5 **Bookkeeping and Financial Controls.** In providing the financial management services hereunder, Manager will abide by the requirements of Client's financial policies and will ensure that it has its own internal controls to guard against fraud and waste. Manager will ensure that there is adequate bookkeeping and sufficient documentation to support all financial transactions conducted on behalf of Client.

9.1.6 **Audits.** Manager will assist the school by securing an auditor and will fully cooperate with, facilitate, and provide all necessary documentation in relation to all audit's conducted on the Charter School's accounts and records.

9.2 **Business Administration.** Manager shall provide business administration services, including those set forth below and in Exhibit "A."

9.2.1 **Facility Operation and Maintenance.** Manager will coordinate routine operation and maintenance services for the Charter School's Facility consistent with any leases, financing

documents, codes and ordinances, or other restrictions and requirements pertaining to the Facility. All facility operation and maintenance costs shall be borne by Client.

9.2.2 **Procurement.** Manager will assist in the procurement of goods and services, and facilitate the procurement process consistent with the approved budget, the requirements of law, and the Charter School's financial policies. All procurement costs shall be borne by Client.

9.2.3 **Vendor Management and Bill Payment.** Manager will secure and coordinate contracts with third-party vendors to provide goods or services to the Charter School, including solicitation of necessary vendors, negotiation of contracts for the Board's approval, financial management of vendor contracts, coordination with vendors, and oversight of vendor responsibilities. Vendor services include remitting payment for all goods and services purchased, after verifying receipt of goods or services by the Charter School, payment of any other bills, and payment of facility allocation expenses and debt service when due, all in accordance with Charter School's internal controls and consistent with its approved budget. Manager shall keep Client informed of the status and performance of all vendor contracts. All vendor costs shall be borne by Client.

9.2.4 **Transportation and Food Services**. Manager will coordinate the provision of transportation and food services for the students enrolled at the Charter School, to the extent the Charter School provides such services to students, together with the management and assessment of the services provided under any contracts and/or by employees involved in providing such services. All transportation and food service costs will be borne by Client.

9.2.5 **Information Technology/Networking.** Manager will assist in the management of the Charter School's information technology, systems and networks, hardware, and software, as well as procurement of necessary information technology as budgeted for and approved by the Board. Manager shall assist in coordinating information safety and security protocols to safeguard the Charter School's information systems and ensure the confidentiality of all sensitive information. Manager shall also assist and provide trainings for the Charter School's personnel on utilizing and implementing new technologies. All technology, systems, networks, hardware, and software costs shall be borne by Client.

9.3 **Education Program Management.** Manager shall provide education program management services, including those set forth below and in Exhibit "A."

9.3.1 **Enrollment Administration.** Manager will advise and assist the Charter School's office manager and school leader on class scheduling, coding, and similar duties pertaining to the general duties of the office manager, including inputting data in the Charter School's student information system. Enrollment administration includes maintenance of proper records and documentation required for public funding for the Charter School and audits.

9.3.2 **Admissions.** Manager will assist and advise the Charter School's administration on matters related to student admissions, including development and implementation of enrollment and lottery procedures.

9.3.3 **Educational Programming.** Manager will assist and advise the Charter School's administration on implementing all aspects of its educational program in manner that meets the needs of the Charter School's students, the requirements of the law, and the requirements of the Charter Contract. Notwithstanding the foregoing, Manager does not make any representations regarding the educational results to be achieved or student performance on state mandated testing.

9.3.4 **Course Scope and Sequencing.** Manager will advise and assist the Charter School's administration on course scope and sequencing and the development and implementation of curriculum maps for use by instructional personnel.

9.3.5 **Curriculum and Instructional Materials.** Manager will advise and assist in the selection, procurement, and implementation of the curriculum and instructional materials used at the Charter School. All costs of the curriculum and instructional materials shall be borne by Client.

9.3.6 **Instructional Practices.** Manager will advise and assist the Charter School's administration on developing and implementing best practices and strategies for effective instruction.

9.3.7 **ESE/Gifted/ELL.** Manager will advise and assist the Charter School's administration on the development and implementation of its Exceptional Student Education ("**ESE**"), Gifted, and English Language Leaners ("**ELL**") programs for students.

9.3.8 **Student Discipline.** Manager will advise and assist the Charter School's administration on matters relating to student discipline and implementation of the Charter School's code of student conduct.

9.3.9 **Extra-Curricular and Co-Curricular Programs**. Manager will advise and assist in the development and implementation of appropriate extra-curricular and co-curricular activities and programs at the Charter School.

9.3.10 **Parent Complaints/Concerns.** Manager will assist and consult with the Charter School's leadership on effective ways to address parent complaints and concerns, including development and implementation of a grievance procedure.

9.4 **Legal.** Manager shall provide certain oversight services pertaining to legal matters effecting the Charter School, including those set forth herein and in Exhibit "A." Manager shall assist the Charter School in complying with the Applicable Laws, including development and implementation of compliance measures and protocols. Manager is also authorized to consult and strategize with the Charter School's legal counsel on legal matters pertaining to the Charter School, including any ongoing or threatened investigations, litigation, or other similar matters. Client acknowledges that the services contemplated under this section do not include the practice of law. All legal costs pertaining to the Charter School shall be borne by Client.

9.5 **Recruitment and Community Outreach.** Manager shall advise and assist with certain student recruitment and community outreach services, including those set forth herein and in Exhibit "A." Manager shall provide coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by Charter School and Manager, which approval may not be unreasonably withheld. Such services may also entail consultation on increasing enrollment and developing and implementing student recruitment programs and initiatives. All advertising and public relations costs shall be borne by Client.

9.6 **Human Resources.** Manager shall provide certain human resource services, including those set forth below and in Exhibit "A." The Principal, teachers, and support staff/non-instructional personnel selected by Manager and Client pursuant to this Agreement will be employees of Client. All payroll, benefits, and other costs pertaining to the Charter School's employees shall be borne by Client.

9.6.1 **Hiring/Firing/Discipline**. Manager will assist, support, and advise Client on hiring/firing and employee disciplinary decisions. Client will not hire, fire, or materially discipline any employee without prior consultation with Manager. Manager will recommend the

employment contract with the Principal to the Board for its approval, including the proposed duties and compensation of the Principal. Manager will assist with coordinating all reference checks and criminal background checks on all employees and other personnel working or providing services to the Charter School. Once an employee is hired, the Office Manager will coordinate all onboarding for the employee, including fingerprinting and background screenings.

9.6.2 **Employee Evaluations**. Manager will conduct an annual evaluation of the Principal for presentation to the Board meeting the criteria set forth in 1012.34, Florida Statutes. All teacher evaluations will be coordinated and conducted jointly between the Principal and Manager. The Manager will assist the Board of Directors with the annual principal board evaluation.

9.6.3 **Benefits**. Manager will secure and administer human resource services and benefits for employees hired by the Charter School. Manager will work with the Board and the Charter School's leadership to develop a package of employee benefits that will be provided to the Charter School's employees.

9.6.4 **Employee Training**. Manager will provide or arrange for training (i) in the instructional methods and curriculum which comprise the Charter School's education program, and (ii) technology support training for instructional personnel. Non-instructional personnel will receive such training as Manager determines to be reasonable and necessary under the circumstances. Client shall be responsible for paying any training costs for instructional and non-instructional personnel.

9.6.5 **Payroll and Tax Forms**. Manager will oversee the payroll process, payroll returns, and IRS W-2 forms for the Charter School's employees based on information provided by the Charter School.

9.7 **Governance.** Manager shall provide certain governance services, including those set forth below and in Exhibit "A." Manager will keep the Board apprised of all significant matters impacting the Charter School, attend meetings of the Board, and advise the Board on policy development, and comply with all other requirements of this Agreement pertaining to the Board.

9.7.1 **Board Meetings**. A representative of Manager shall attend all meetings of the Board. Manager will coordinate with the chairperson of the Board and Principal and develop an agenda for all meetings. Manager will also coordinate with the Board as to its schedule and arrange for proper notice of Board meetings as such notice is required by the Charter Contract and Applicable Laws. Manager will provide monthly financial reports to the Board, as described herein. Manager will also provide back-up items to the Board a sufficient number of days prior to each Board meeting to allow for review by Board members ahead of the meeting.

9.7.2 **Policy Development**. On an as-needed basis, Manager will recommend policies, rules, regulations, and procedures applicable to the Charter School for consideration and approval by the Board.

10. **Maintenance of Records.** Manager will maintain accurate financial, employee, and student records pertaining to the Services. Such records shall be maintained by Manager at the Facility in physical or electronic form and will be made available to Client, the state, or any auditor within no more than 48 hours of a request.

11. **Budgeting for Services.** Manager will be responsible and accountable to the Client for the provision of all Services, and all duties and responsibilities hereunder are expressly limited by the budget adopted by the Board for the Charter School. Manager may not expend funds on such Services in excess of the amounts set forth in such budgets.

12. **Background Screening.** Manager agrees that each of its employees and agents who will be accessing school grounds when students are present or who have direct contact with students, will undergo and meet Level 2 screening and fingerprint requirements as described in Sections 1012.32 and 435.04, Florida Statutes, and as conducted by Client or Sponsor. Manager also agrees that any of its employees or Managers handling funds or finances of the Charter School be subjected to the screening and fingerprinting requirements required by law for such positions.

13. **Subcontracting**. Manager may provide the Services through subcontracts at its own expense and with Client's approval, unless prohibited by the Applicable Laws.

14. **Other Schools.** Client acknowledges that Manager may enter into similar service agreements with other schools and/or school-related entities. The performance of Manager's duties for any other school shall not interfere with the performance of Manager's duties under this Agreement. Manager shall maintain separate accounts for expenses incurred by and on behalf of the Charter School and such other schools, and shall only charge Client for expenses incurred by or on behalf of the Charter School.

RESPONSIBILITIES OF SCHOOL

15. **Good Faith Obligation.** Client shall exercise good faith in considering the recommendations of Manager, including but not limited to, Manager's recommendations concerning policies, rules, regulations, staffing, and budgets pertaining to the Charter School.

16. **Assistance to Manager.** Client shall cooperate with Manager in furnishing all information and submitting all forms and reports required in association with this Agreement. Client shall timely furnish Manager with all documents and records necessary for Manager to properly perform its responsibilities under this Agreement. Client will provide Manager access to all account information for the Charter School, as well as all information related to revenues received by the Charter School from any source and all expenditures.

17. **Significant Events.** Client agrees to timely notify Manager of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) significant events of any other type that could adversely affect Manager or Client's ability to comply with the terms of this Agreement.

18. **Retained Authority.** Client shall be responsible for the fiscal, academic, and employment policy of the Charter School and remains ultimately responsible for fiduciary oversight and operations of the Charter School. Client shall also retain all authority that has not been delegated under this Agreement or cannot be delegated pursuant to the Applicable Laws.

FEES AND REIMBURSEMENTS

19. **Management Fee.** For the Term of this Agreement, Client shall annually pay Manager a Management Fee ("**Management Fee**") of TWELVE PERCENT (12%) of Gross Revenues generated by the Charter School and received by Client pursuant to the Charter Contract for each School Year. The Management Fee shall be paid in monthly installments on or about the first day of each month. The

Management Fee shall be adjusted during each School Year based on changes in the projected Gross Revenues for the Charter School as reflected in any amended budget adopted by the Board, and shall be reconciled within thirty (30) days following the end of each School Year based on actual Gross Revenues received.

20. **Reasonable Compensation and Ownership of Funds.** The Management Fee under this Agreement is reasonable compensation for the Services. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Charter School. Any funds received by the Charter School, and not spent on its behalf, belong to Client, and not to Manager. Any funds advanced to Manager for payments on behalf of Client belong to Client until the point that they are legally expended by Manager on behalf of Client.

21. **Order of Payment of Expenses and Fee Deferral**. Expenses of the Charter School shall be paid each month in accordance with the budgets and in the following order of priority: (1) facility lease payments or any amounts due and payable by Client pursuant to a loan agreement or mortgage, (2) salaries and benefits of the Charter School's personnel, (3) other operating expenses, and (4) monthly installments of the Management Fee for the Services. In the event there are insufficient funds in a month to pay the monthly installment of the Management Fee, such Management Fee will be deferred and accrue as an account payable until such time as there are sufficient funds to make payment. In the event that there are insufficient funds at the end of any fiscal year of the Charter School to pay the monthly or deferred Management Fees, such outstanding Management Fees may be forgiven in full by Manager. Manager may advance the school the necessary funds at the end of each school year to balance the annual budget and be in financial compliance. The advanced funds may be recouped to the Manager over time.

22. **Reimbursements.** In addition to the Management Fee, Client will reimburse Manager for all commercially reasonable costs incurred and paid by Manager in providing the Services to Client. Such reimbursements shall exclude costs incurred by Manager relating to salaries and benefits of its own employees, office space, overhead, and other general operating costs of Manager which are not directly related to the Charter School or incurred on Client's behalf. Manager will not add any fees or charges to the costs of equipment, services, materials, or supplies that Manager purchases with Client's funds, on behalf of Client or as Client's agent, from a third-party vendor.

23. **Purchased Goods and Services.** Unless expressly stated otherwise herein, all goods and services that Manager purchases on behalf of Client pursuant to this Agreement shall be the sole obligation of Client, so long as the goods and services were properly authorized by Client or included in the Board's adopted budget.

24. **No Transfer of Assets.** No Client assets will be transferred to the Manager except for payment of the Management Fee, reimbursement of expenses as allowed by this Agreement, and other assets transferred upon approval of the Board and payment by Manager to Client of a fair market value for such assets.

25. **Other Revenue Sources.** Client and Manager may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of Client and in the name of Client; provided, however, that (i) solicitation of such grants by Manager that are in excess of One Hundred Thousand Dollars ($100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by Manager or Client from such other revenue sources shall be deemed to be Client's funds, and (iii) Manager shall not be required to administer any grants that are not specifically approved, in writing, by Manager, in advance.

DEFAULT AND TERMINATION

26. **Termination for Cause.** This Agreement may be terminated for cause by either party at any time upon the occurrence of any Material Default, following the requisite notice and time period for opportunity for cure, if applicable. Notwithstanding anything herein to the contrary, Manager shall continue to serve the Charter School hereunder for a minimum of sixty (60) days after a failure by Client to make a Management Fee payment hereunder and the Manager shall not discontinue any Services provided in connection with the Client due to the nonpayment of any Management Fees for such sixty (60) day period. Nothing herein shall be construed as limiting the ability of either party to seek any other available remedies at law or equity.

27. **Material Default.** The following shall be considered events of Material Default under this Agreement:

27.1 Client fails to make any payment due hereunder to the Manager within ten (10) days after the date such payment was due.

27.2 Manager or Client commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same is not dismissed within sixty (60) days.

27.3 Manager fraudulently uses or misappropriates Client's funds.

27.4 Manager engages in conduct that threatens the health, safety, or welfare of Client's staff or students.

27.5 An administrative or judicial body has revoked any license or authorization which is required for Manager to carry on its business and perform its obligations and functions under this Agreement.

27.6 Either party materially breaches any other terms of this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice from the other party, or where the matter cannot reasonably be remedied within a thirty (30) day time period, the breaching party fails to commence the remedial measures in good faith within the thirty (30) day period or to diligently pursue the completion of such measures thereafter.

27.7 Client's Charter Contract for the operation of the Charter School is terminated and such termination is not reversed or rescinded within thirty (30) days thereafter.

28. **Opportunity to Cure.** Unless a different time is prescribed herein, the parties shall have thirty (30) days after receipt of written notice of a Material Default to cure the Material Default, except that any Material Default concerning the health, safety, or welfare of Client's students or any fraudulent misconduct shall be grounds for immediate termination of this Agreement.

29. **Duties Upon Termination or Expiration.**

29.1 **Personal Property.** Upon termination or expiration of this Agreement, the Manager shall have the right to: (i) remove equipment and other assets owned or leased by Manager; or (ii) Client may retain such equipment or assets if it reimburses Manager for the actual cost, less

depreciation, of any equipment purchased by Manager with Manager funds and used solely for purposes of Client.

30. **Change in Law.** If any federal, state or local law or regulation, court or administrative decision or Attorney General's opinion, including any change in law or appropriations relating to charter schools (a "**Change in Law**") has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third-party mediator for voluntary mediation. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 90 days' further written notice or at the end of a School Year, whichever is earlier.

INDEMNIFICATION AND INSURANCE

31. **Indemnification.** Each party to this Agreement does hereby indemnify, defend and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. This duty to indemnify shall survive termination of this Agreement.

32. **Liability and Professional Practices Insurance.** During the Term, Client each party shall carry and maintain commercial general liability insurance (including sexual abuse and molestation coverage) with coverage of at least $1,000,000 per occurrence and $2,000,000 aggregate and professional practices liability insurance with coverage of at least $1,000,000. Such policies shall provide for coverage on an occurrence basis with subrogation waived and the other party shall be named as an additional insured or loss payee. Each party shall also carry and maintain any other types of insurance that are reasonably recommended by an insurance consultant and which are not cost prohibitive.

33. **Workers' Compensation Insurance.** Each party will maintain and pay for workers' compensation insurance as required by law, covering their respective employees.

34. **Notices of Insurance Coverage.** At the commencement of this Agreement, and no later than July 1 of each year thereafter, each party shall provide to the other certificates of insurance evidencing the insurance required by this Agreement and upon renewal of said policies if such renewal takes place at a time other than June 30 each year. Each party shall also, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Agreement. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

MISCELLANEOUS

35. **Further Assurance.** Client and Manager shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, Manager shall have no obligation to

agree to any changes which (a) materially increase Manager's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize Manager's receipt of the Management Fee, or (d) would prevent Manager from meeting the Charter School's educational goals.

36. **Dispute Resolution**. Manager and Client agree that any controversy or claim arising out of or relating to this Agreement shall first be attempted to be settled by non-binding mediation not to exceed one (1) day in length within forty-five (45) days of receipt of written notice from the party requesting mediation. The parties shall choose a mutually agreeable mediator and shall equally bear the costs associated with the same. Should the mediation not result in settlement of the entire dispute, then all remaining issues shall be resolved by single-arbitrator binding arbitration administered by the American Arbitration Association ("AAA"). Judgment on the award rendered by the arbitrator may be entered in the Circuit Court of Manatee County, Florida. The venue of the non-binding mediation and the binding arbitration shall be in Manatee County, Florida, or the AAA location in closest proximity thereto. The prevailing party to the binding arbitration shall be entitled to the recovery of its reasonable attorneys' fees and all costs related to both the non-binding mediation and the binding arbitration. Florida law shall apply to all above-referenced proceedings.

37. **Costs and Attorneys' Fees.** In the event of any dispute or action between the parties arising out of or related to this Agreement, the prevailing party shall be entitled to an award of attorney fees and costs, including attorney fees and costs incurred during the pendency of any appeal.

38. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, pandemic, epidemic, declaration of state or national emergency, sabotage, accident, labor strike or other acts beyond its reasonable control, provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided herein.

39. **Governing Law and Venue.** The laws of the State of Florida will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement with venue lying solely in Manatee County, Florida.

40. **Official Notices.** All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

If to Client:	**If to Manager:**
North River Charter Academy, Inc.	FORZA Education Management, LLC
3494 Balboa Circle	P.O. Box 830
Naples, FL 34105	Parrish, FL 34219.
Attn: Mark McCabe, Board Chair	Attn: Chuck Malatesta, CEO

41. **Assignment.** This Agreement shall not be assigned by either party without the written consent of the other party.

42. **Amendment.** This Agreement will not be altered, amended, modified or supplemented except in a written document signed by authorized officers of both Client and of Manager.

43. **Waiver.** No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

44. **No Third Party Rights.** This Agreement is made for the sole benefit of Client and Manager, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

45. **Survival of Termination.** All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

46. **Binding Effect; Counterparts.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

47. **Entire Agreement**. This Agreement constitutes the entire agreement of the parties and supersedes and replaces any and all prior agreements and understandings between the parties relating to the subject matter herein.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the undersigned have executed this Agreement, effective as of the Effective Date.

"Client"

North River Charter Academy, Inc.
a Florida nonprofit corporation

Signature
Print Name: Mark McCabe
Title: President
Date: April 26, 2023

"Manager"

FORZA Education Management, LLC
a Florida limited liability company

Signature
Print Name: Charles Malatesta
Title: CEO
Date: April 26, 2023

NORTH RIVER CHARTER ACADEMY

EXHIBIT A

Services to be Provided

Financial Management

- General Accounting Services
- General Ledger Account and Bank Reconciliation
- Cash Flow Reports
- Revenues
- Accounts Payable
- Accounts Receivable
- Donation Management
- Grant Management
- Scholarship Management
- Budget Development and Amendments
- Tax Filings
- Financial Reporting
- Apply for and Manage Available Public Funding
- Coordinate Services of Certified Public Accountant

Administrative

- Contract Management
- Vendor Management
- Procurement
- Asset Management/Inventory
- National School Lunch Program Management
- Food Service Management
- Facility Operation and Management
- Transportation Management (i.e. buses)
- Information Technology (IT) and Network Management
- Maintenance and Retention of Records
- Safety and Security Management
- Website Management
- Grievance Management
- Insurance Management
- Policy Development
- Policy Implementation

Education Program

- Class Scheduling/Enrollment Administration
- Admissions/Lottery
- Educational Programming
- Course Scope and Sequencing/Curricular Mapping
- Instructional Practices Development
- Selection of Instructional Materials
- Field Trip Management
- Extracurricular Program Management
- Advise on Special Education Issues

- Advise on Gifted Student Issues
- Advise on ELL Issues
- Manage Parent Complaints/Concerns
- Advise on Student Discipline Matters

Legal

- General Legal Compliance
- 501(c)(3) Compliance
- Federal Programs Compliance
- Advise on Title IX and Similar Investigations
- Communications/Negotiations with Federal, State, and Local Government Entities
- Manage Litigation and Complaints
- Manage Legal Counsel

Recruitment and Community Outreach Management

- Student Recruitment
- Advertising
- Community Outreach
- Fundraising
- Public Relations
- Social Media Management

Human Resources

- General Human Resource Management
- Benefits Management
- Teacher Certification Management
- Payroll
- Benefits Management
- Consult on Employee Recruitment
- Consult on Employee Staffing
- Employee Onboarding
- Employee Monitoring and Evaluations
- Develop salary schedules
- Consult on Discipline of Employees
- Employee Investigations
- Manage Staff Professional Development
- Coordinate Background Checks/Fingerprinting
- Manage Worker's Compensation and Disability Claims

Governance

- Prepare Board Agendas and Minutes
- Attend Board Meetings
- Provide Board with Updates at Meetings
- Liaise with Board in between Board Meetings as Needed
- Recruit New Board Members
- Ensure Compliance with Bylaws and Other Governing Documents
- Advise on Policy Development

Florida Standard Charter Contract

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

THIS CHARTER
entered into as of the 19th day of March, 2024,
by and between

THE SCHOOL BOARD OF MANATEE, FLORIDA,
a body corporate operating and existing under the Laws of the State of Florida

and

NORTH RIVER CHARTER ACADEMY, INC.,
(P.O. Box 830, Parrish, Florida 34219)

a non-profit organization

Definitions

Definitions: The following terms shall have the following meanings herein unless the context clearly requires otherwise:

Application shall mean the School's application for a Charter (including amendments) as submitted to and approved by the Sponsor.

Governing Board shall mean the governing board or body of the School.

Charter shall mean this Charter entered into between the School and the Sponsor.

County shall mean Manatee County, Florida.

District shall mean the school district for the County as referenced in Art. IX, Section 4, Florida Constitution.

FDOE shall mean the Florida Department of Education.

High-Stakes Review shall mean an in-depth Sponsor review of important charter school performance data utilizing the agreed upon goals and objectives referenced in this Charter. This review differs from routine annual reports in terms of depth and comprehensiveness of the data reviewed.

School shall mean North River Charter Academy, Inc. (contracting party or legal entity and dba).

Sponsor shall mean the school board of the District as referenced in Art. IX, Section 4, Florida Constitution.

State shall mean the State of Florida.

Superintendent shall mean the superintendent of schools for the District as referenced in Art. IX, Section 4, Florida Constitution.

Section 1

A. Application is Approved. The Application is approved by the Sponsor. A copy of the Application is attached hereto as Appendix 1 and constitutes a part of this Charter. In the event of any conflict between the Application and any other provision of this Charter, the Charter provision shall control.

B. Term of Charter.

1. Effective Date. This Charter shall become effective on the date it is approved by both parties.

2. Term. The term of this Charter shall be six (6) years commencing on July 1, 2024, and ending on June 30, 2030, unless terminated sooner as provided herein, or extended pursuant to Section 1.B.2., herein. The term shall be automatically extended on a month-to-month basis until the Charter has been renewed, non-renewed, or terminated by the Sponsor, subject to section 1002.33, Florida Statutes. If the parties cannot reach agreement on the terms of a new contract, either party may request mediation from the FDOE, pursuant to section 1002.33(7)(b), Florida Statutes. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on the dispute, including whether proposed provisions of the Charter violate the intended flexibility granted charter schools by statute.

3. Start-Up Date. The Governing Board of the School may set the academic calendar for the School, including start dates, end dates, and holidays, so long as the first day of school is not earlier than August 10th of each year and the calendar otherwise complies with applicable laws. The School cannot open absent submission of all required Pre-Opening documents as specified in Section 11 of this Charter. The School may defer the opening of its operations for up to three years to provide time for adequate facility planning. The School must provide written notice of such intent to the Sponsor and the parents of enrolled students at least 30 calendar days before the first day of school. The first two planning year(s) will extend the term of this Charter. Failure to open the School after all available deferral years is good cause for termination of this Charter.

4. Charter Modification. This Charter may be modified during its initial term or any renewal term only upon approval of both parties. No such modification shall be enforceable unless it is in writing and approved by both the Governing Board and the Sponsor. If the modification involves changes to the grade levels, except as provided by law for high-performing charter schools, the School must provide information acceptable to the Sponsor relating to operational capacity, curriculum, budget, facilities, and staff.

5. Charter Renewal. This Charter may be renewed as provided for in section 1002.33, or 1002.331, Florida Statutes. No later than September 15 in the final academic year of this charter, a Sponsor shall provide notice to the School regarding the process and timeline for completing the programmatic review required under section 1002.33(7)(c)1., Florida Statutes. Upon completion of the programmatic review, but no later than 90 days prior to the end of the charter term, the Sponsor shall notify the governing board of the Charter School in writing of the proposed action to renew, terminate, or non-renew the charter, pursuant to section 1002.33(8)(a), Florida Statutes. The Sponsor may not require the School to waive the provisions of s. 1002.331, Florida Statutes, or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in

accordance with s. 1002.331(2), Florida Statutes, as a condition of approval or renewal of the Charter.

6. Periodic Review and Evaluation. The Sponsor shall annually evaluate the School on its performance and progress toward meeting the standards and targets included in this Charter, including academic achievement goals. If the term of this Charter exceeds five years, the Sponsor shall conduct a High-Stakes Review at least every five years and shall present the findings of the review to the Governing Board of the School.

7. The School agrees that it will abide by all Federal and State laws, statutes, rules, and regulations applicable to any construction and/or renovations.

C. Education Program and Curriculum

1. Any material change to the education program or curriculum as described in the approved Application or Charter requires Sponsor approval.

2. The School agrees to implement its educational and related programs as specified in the Application unless otherwise modified by this Charter.

3. The School shall make reading a primary focus of the curriculum and provide sufficient resources to identify and provide specialized instruction for students who are reading below grade level. The reading curriculum and instructional strategies shall be consistent with Florida Standards and grounded in scientifically-based reading research.

4. The School shall adopt the District's plan for English Language Learners, or implement an alternate District approved plan. If applicable, the School's plan for English Language Learners is attached hereto as Appendix 3. The plan must include sufficient information and detail to allow the Sponsor to determine legal sufficiency.

5. The School will establish the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used, as described in the approved Application or otherwise described in this Charter.

D. Renewal, Non-Renewal, or Termination

1. Non-Renewal/Termination of this Charter. The Sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate this Charter. The Sponsor may choose not to renew or terminate this Charter if it finds that any of the following grounds below exist by clear and convincing evidence, as set forth in section 1002.33(8), Florida Statutes.

i. Failure to participate in Florida's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance established pursuant to Section 2A of the Charter.

ii. Failure to meet generally accepted standards of fiscal management due to deteriorating financial conditions or financial emergencies determined pursuant to section 1002.345, Florida Statutes.

iii. Material violation of law.

2. The Sponsor shall notify the Governing Board in writing at least ninety days prior to renewing, non-renewing, or terminating this Charter, following the procedures set forth in section 1002.33(8), Florida Statutes.

i. If the Sponsor issues a notice of non-renewal or termination, the notice shall state in reasonable detail the grounds for the proposed action and stipulate that the Governing Board may, within 14 calendar days of receipt of the notice, request a hearing.

ii. A request for a hearing must be authorized by a vote of the Governing Board and be submitted pursuant to the Notice provisions of this Charter.

3. The Sponsor may immediately terminate this charter pursuant to section 1002.33(8)(c), Florida Statutes.

i. Upon receipt of notice of immediate termination from the Sponsor, the School shall immediately provide the Sponsor access to the School's facilities along with security system access codes and access codes for all School owned or leased computers, software, networking, switching and all other technical systems in the School's facilities or remotely located areas serving the School, and shall immediately make accessible all educational and administrative records of the School. Moreover, within two (2) business days, the School shall turn over to the Sponsor copies of all records and information regarding the accounts of all of the public funds held by the School. The Sponsor shall assume operation of the school throughout the pendency of the hearing as provided for in s. 1002.33(8)(d), Florida Statutes, unless the continued operation of the School would materially threaten the health, safety or welfare of the students. Failure by the Sponsor to assume and continue operation of the School shall result in the awarding of reasonable costs and attorney's fees to the School if the School prevails on appeal. If the School prevails in an appeal through a final adjudication by an administrative law judge or by a final adjudication and mandate by the appellate court if an appeal to the

appellate court is filed, the Sponsor shall, immediately, return to School all keys, security codes, all educational and administrative records of the School, and the School's facility. In that case, the School's Governing Board shall resume operation and oversight of the School.

ii. The School's instructional and operational employees may continue working in the School during the time that the Sponsor operates the School, at the Sponsor's option, but will not be considered employees of the Sponsor. Any existing employment contracts that any School personnel may have with the School may not be assumed or transferred to the Sponsor or any entity created by the Sponsor during the assumption of operations of the School unless the Sponsor or its entity, and the School, agree otherwise. The Sponsor reserves the right to take any appropriate personnel action regarding the School's employees.

4. If the School elects to terminate or non-renew the Charter, it shall provide reasonable prior notice of the election to the Sponsor indicating the final date of operation as voted by the Governing Board at a publicly noticed meeting. A board resolution signed by the School's Governing Board chair and secretary, indicating support of this action, shall accompany the written notification provided to the Sponsor. The School agrees that such notification shall be considered a voluntary termination by the Governing Board and a waiver of its right to a hearing or appeal.

5. Upon notice of termination or non-renewal the School shall not remove any public property from the premises without written Sponsor approval.

E. Post Termination Provisions

1. If this Charter is not renewed or is terminated, the School shall be responsible for all the debts of the School. The District shall not assume the debt from any contract for services including lease or rental agreements, made between the School and a third party, except for a debt previously detailed and agreed upon, in writing, by both the Sponsor and the Governing Board and that may not reasonably be assumed to have been satisfied by the Sponsor.

2. In the event of termination or non-renewal of this Charter, any and all leases existing between the District and the School shall be automatically cancelled, unless the lease provides otherwise. In no event shall the District be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.

3. In the event of termination or non-renewal, any students enrolled at the School may be enrolled at their home District school, or any other school, consistent with the District's student transfer procedures including transfer of all student records to the receiving school. All assets of the School purchased with public funds, including

supplies, furniture and equipment, will revert to full ownership of the Sponsor (subject to any lawful liens or encumbrances) or as otherwise provided by law. Any unencumbered public funds from the School, property and improvements of the Sponsor, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity, or holding company, other than the School, shall be held in trust upon the Sponsor's request, until any appeal is resolved. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds, then it shall be presumed public funds were utilized and ownership of the asset shall automatically revert to the Sponsor.

4. Final Audit: Pursuant to section 1002.33, Florida Statutes, upon notice of non-renewal, closure, or termination, an independent audit shall be completed within 30 days to account for all public funds and assets. During the fiscal year in which the termination or non-renewal occurs, the Sponsor may withhold from the School's FEFP funds, without penalty or interest, an amount necessary to cover the costs for a final financial audit of the School. The audit shall be conducted by an independent certified public accountant.

F. General Statutory Requirements

1. The School shall not discriminate in educational programs/activities or employment and shall provide equal opportunity for all as required by Federal, State and local law, rule, regulation and court order.

2. Additionally, the School shall comply with those statutes that specifically apply to charter schools as set forth in section 1002.33 generally, subsection 1002.33(16), and other applicable State laws. The School agrees that it will abide by all Federal and State laws, statutes, rules, and regulations applicable to charter schools and also abide by the terms and conditions of the Charter.

Section 2: Academic Accountability

Student academic achievement for all students shall be the most important factor when considering whether to renew, non-renew, or terminate this charter.

A. Annual Objectives

1. By September 15 of each year the Sponsor shall provide the School with academic student performance data on state required assessments for each student attending the School that was enrolled the prior year in another public school, pursuant to s. 1002.33(7)(a)3., Florida Statutes. The Sponsor may fulfill this requirement by providing the School access to the data.

2. By September 15 of each year the Sponsor shall provide the School the rates of academic progress for the prior year for comparable student populations in the District.

The data shall include proficiency and growth on state assessments for English Language Arts and Mathematics by grade grouping (grades 3-5, 6-8, 9-12)for the following student groups:

i. Students scoring a level 1 on prior year assessment
ii. Students scoring a level 2 on prior year assessment
iii. Students scoring a level 3 or higher on prior year assessments
iv. Students with disabilities
v. English Language Learners

3. By October 15 of the first year of the School's operation, the School shall provide its proposed academic achievement goals for the current year to the Sponsor by uploading them to Charters.Link. The academic achievement goals shall include, at a minimum, growth and proficiency on state assessments, academic goals for all students, including evidence-based strategies and interventions for subgroups as identified by Federal Indexes, as well as measures of progress towards goals, and may include performance on additional assessments included in the approved Application. If the School will not serve students in grades that participate in the statewide assessments the academic achievement goals shall be based on the assessments included in the approved application, and at least one assessment administered in traditional public schools in the District.

    i. The Sponsor shall review the proposed academic achievement goals within 30 days of receipt. If the Sponsor does not accept the proposed academic achievement goals it shall provide the School a written explanation. If the School and Sponsor cannot agree on academic achievement goals either party may request mediation pursuant to section 1002.33(6), Florida Statutes. If the Sponsor does not provide written notification within 30 days of receipt, the goals shall be deemed accepted by the Sponsor.

4. By October 15 of the second year of the School's operation, the School shall provide its proposed academic achievement goals for the remaining years of the Charter, up to a maximum of four years or the end of the current Charter term, whichever occurs first, using the same parameters and testing set forth in Section 2.A.3, above. Schools that have contracts in excess of five years shall resubmit proposed academic achievement goals every four years pursuant to the process described in this paragraph.

    i. The Sponsor shall review the proposed academic achievement goals within 30 days of receipt. If the Sponsor does not accept the academic achievement goals it shall provide the School a written explanation. If the Sponsor does not respond within 30 days of receipt the academic achievement goals are deemed accepted. If the School and Sponsor cannot agree on academic achievement goals either party may request mediation pursuant to section 1002.33(6), Florida Statutes. The goals may be adjusted at any time upon mutual written consent of both parties.

5. Annually, the School shall report its performance against the academic goals. If the School falls short of the academic achievement goals set forth under the provisions of this Charter the Sponsor shall report such shortcomings to the School's Governing Board and FDOE.

6. The School and Sponsor may agree to adjust the goals through the same process set forth in Section 2.A., above.

7. Methods of Measurement: The methods used to identify the educational strengths and needs of students are set forth in the approved Application.

8. School Improvement Plans: The School shall develop and implement a School Improvement Plan as required by section 1002.33(9)(n), Florida Statutes and applicable State Board of Education Rules or applicable federal law. If the School is not required to submit a School Improvement Plan pursuant to Section 1002.33(9), Florida Statutes, but is identified by the FDOE (under the Every Student Succeeds Act) to be included in the list of comprehensive support and improvement (CS&I) schools or targeted support and improvement (TS&I) schools, it must develop and implement a School Improvement Plan approved by the Governing Board.

B. Assessments

1. State required assessments: All students at the School will participate in all State assessment programs and assessments required by law. The School shall facilitate required alternate assessments and comply with state reporting procedures.

2. Additional Assessments: Students may participate in any or all District assessment programs in which the District students in comparable grades or schools participate and shall participate in any other assessments as described in the Application. The School shall be responsible for the costs of District assessments that are not required by law or this Charter, except those developed with federal funds or those developed using Florida's Item Bank and Test Platform

3. If an IEP, 504 Plan or an EP for a student indicates accommodations or an alternate assessment for participation in a State assessment, or District assessment, as applicable, the School will facilitate the accommodations or alternate assessment and comply with State reporting procedures.

4. All School personnel involved with any aspect of the testing process must abide by State policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results The Sponsor shall invite the School staff to District offered training related to State assessment administration and, as applicable, District Assessment administration, at no cost to the School. The Sponsor shall provide to the applicable School staff all services or support activities that are routinely provided to the Sponsor's staff regarding

implementation of District and State-required assessment activities. The School shall designate a testing coordinator and shall be responsible for proper test administration. The School shall permit the Sponsor to monitor or proctor all aspects of the School's test administration, if the Sponsor deems it necessary.

5. The District shall provide the School with reports on District and State assessments in the same manner and at the same time as for all public schools in the District.

6. The School shall, at its expense, provide adequate technological infrastructure to support all required online test administration.

C. Student Promotion and Graduation: The School's student promotion policy shall be consistent with the provisions of the Application and applicable Florida law. The School will adopt the Sponsor's student progression plan.

The School's policy for determining that a student has satisfied the requirements for graduation shall be consistent with the provisions of the Application, and Florida law.

Schools that serve students in grade 12 shall annually notify parents in writing the accreditation status of the school and the implications of non-accreditation, if applicable. The notification may be provided in the parent handbook.

D. Data Access and Use Pursuant to Statute

The School agrees to allow the District reasonable access to review its data sources in order to assist the District in making a valid determination about the degree to which student performance requirements, as stated in this Charter, have been met.

Section 3: Students

A. The School is authorized to serve students in grades Kindergarten through 8.

The School may provide enrollment preferences as allowed for in section 1002.33(10), Florida Statutes. Further, the School may limit the enrollment process to target specific student populations as set forth in section 1002.33(10)(e), Florida Statutes, or as described in the approved Application.

The School will accept all eligible students in accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, section 1000.05(2) (a), Florida Statutes. The School will not discriminate on the basis of race, gender, ethnicity, religion, national or ethnic origin or disability in the admission of students. The School may not request prior to enrollment, through the application or otherwise, information regarding the student's prior academic performance. Pursuant to section 1002.33(7), Florida Statutes, admission or dismissal must not be based on a student's academic performance.

The School shall be non-sectarian in its programs, admissions policies, employment practices and operations. The School will meet all applicable state and local health, safety, and civil rights requirements. The School will comply with all applicable provisions of the Marjory Stoneman Douglas High School Public Safety Act, including the following:

1. Section 1006.12, relating to safe-school officers;
2. Section 1006.07(7), relating to threat assessment teams;
3. Section 1006.07(9), relating to School Environmental Safety Incident Reporting;
4. Section 1006.07(6)(c), relating to adopting an active assailant response plan;
5. Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool;
6. Section 1012.584, relating to youth mental health awareness and assistance training.

The School shall comply with Alyssa's Law and all other monthly requirements that must be entered in Charters.Link, including, but not limited to, monthly threat management team meetings, active assailant and other emergency drills, and other safety measures as required by Florida law.

The School will not participate in its Sponsor's plan for the mental health assistance allocation. If the School develops its own plan, it must submit that plan to its Governing Board for approval. After the plan is approved by the Governing Board, it must be provided to the School's Sponsor.

B. The School shall make reasonable efforts, in accordance with federal law, to achieve a racial or ethnic balance reflective of the community it serves or within the racial or ethnic range of other public schools in the District and shall not discriminate against students with disabilities who are served in Exceptional Student Education programs (ESE) and students who are served as English Language Learners (ELL).

If the District is operating under a federal order or other resolution or settlement agreement, the School shall comply with those requirements applicable to charter schools that are not considered a local education agency (LEA). The School is not required to comply with federal requirements applicable to charter schools also considered to be an LEA.

C. Recruitment

The School will recruit throughout all segments of the community. This may include direct mailings, public advertisement utilizing the local and community press and informational meetings at a variety of locations using both English and other languages where

appropriate.

D. Eligible Students

1. Each year, the School agrees to enroll an eligible student by accepting a timely application through deadlines as determined by the Governing Board and publicly advertised. If the target goal of students is not met by the deadline, and the School wishes to extend, the School will give sufficient public notice and extend the application deadline for a set time as determined and publicized by the Governing Board. If, at the 10 day count, the registered enrollment as reflected in the Sponsor's data system is less than 75 percent of the School's total projected enrollment as described in either the approved application for the first year or as determined under the provisions of Section 3.F. of this Charter, the School shall, upon request by the Sponsor, submit a revised budget within 30 days taking into account the reduced enrollment. Failure to provide the revised budget may constitute good cause for termination.

2. If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process. The School may give preference in admission to students or limit the enrollment as provided for in section 1002.33(10), Florida Statutes. The School shall clearly indicate in its Policies and Procedures the lottery procedures and enrollment preferences the School will utilize.

3. Enrollment is subject to compliance with the provisions of section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.

4. If this Charter is not renewed or is terminated, a student who attended the School may be enrolled in another public school pursuant to Sponsor policies.

5. A student may withdraw from the School at any time and enroll in another public school, as determined by District policy. The School shall work in conjunction with the parent(s) and the receiving school to ensure that such transfers minimize impact on the student's grades and academic achievement.

6. Students at the School are eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend pursuant to section 1006.15(3)(d) and 1002.20(18)(c), Florida Statutes.

E. Class Size

The School shall be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.

F. Annual Enrollment

1. Preliminary Projected Enrollment: No later than November 1 of each year, the School shall provide to the Sponsor the School's Preliminary Projected Enrollment for the following school year. The Preliminary Projected Enrollment shall not constitute a cap on the School's enrollment for the following school year.

2. Annual Enrollment Capacity: The Annual Enrollment Capacity shall be annually determined by the Governing Board in conjunction with the Sponsor based on the factors set forth in section 1002.33(10), Florida Statutes. The School shall provide to the Sponsor by March 1 of each year of this Charter, or a date otherwise agreed to by the Sponsor and School, the proposed Annual Enrollment Capacity for the subsequent school year. Disagreements between the Sponsor and the School relating to Annual Enrollment Capacity will be resolved using the dispute resolution provisions in this Charter and section 1002.33, Florida Statutes. The School shall not enroll students in excess of the physical capacity of the building, unless the School operates multiple sessions, in which case, the physical capacity of the School shall not be exceeded during any session. The Annual Enrollment Capacity of a School that is designated as High-Performing pursuant to section 1002.331, Florida Statutes, shall be determined by the Governing Board.

3. Final Enrollment Projection: No later than June 1 of each year, the School shall provide to the Sponsor the School's Final Enrollment Projection for the upcoming school year. For purposes of this Charter, Final Enrollment Projection is not Annual Enrollment Capacity, but is the School's projection for how many students will be enrolled when the school year begins and will serve as the basis for initial FEFP payments.

G. Maintenance of Student Records as Required by Statute

1. The School shall maintain confidentiality of student records as required by federal and state law.

2. The School will maintain active records for current students in accordance with applicable Florida Statutes and State Board of Education rules.

3. All permanent (Category A) records of students leaving the School, whether by graduation, transfer to another public school, or withdrawal to attend another school, will be immediately transferred to the District in accordance with Florida Statutes. Records will be transmitted to the District's records retention department.

4. Records of student progress (Category B) will be transferred to the appropriate school if a student withdraws to attend another public school or any other school. The School may retain copies of the departing student's academic records created during the student's attendance at the School.

5. Upon the withdrawal of a student from the School, the School will retain the student's original records, except that such records will be immediately transferred to another District school when requested by that school. Requests for student records from public or private schools outside of the County and private schools within the County must be made in writing. Only copies of requested records may be provided. Copies only of student records may be provided to parents upon their request unless the student is considered an eligible student under FERPA. The School will retain the student's record for three (3) years after student withdrawal or until requested by another District public school in this County, whichever comes first. At the end of the third year all inactive student records will be returned to the District's records retention department.

6. Upon termination or closure of the School, all student education records and administrative records shall be transferred immediately to the Sponsor's records retention office for processing and maintenance.

7. The School will comply with all other public record retention requirements for non-student related records in a manner consistent with applicable Florida law. The School shall comply with Fla. Stat. Chapter 119 (the Public Records Act) and all other applicable statutes pertaining to public records.

8. The Sponsor will ensure that all student records will be provided immediately to the School upon request and upon enrollment of students in the School from a District school.

9. The School must maintain a record of all the students who apply to the School, whether or not they are eventually enrolled. The information shall be made available to the Sponsor upon written request. However, such requests may not be made until after the October survey period. The School shall maintain documentation of each enrollment lottery conducted. Such documentation shall provide sufficient detail to allow the Sponsor to verify that the random selection process utilized by the School was conducted in accordance with section 1002.33(10)(b), Florida Statutes. Records must be maintained in accordance with applicable record retention laws.

H. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A- 6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection.

2. Free appropriate public education (FAPE).

3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Those students, whose needs cannot be adequately addressed at the School, as determined by the IEP team, will be referred to an appropriate placement within the District. Parents of students with disabilities will be afforded procedural safeguards in their native language, consistent with the manner that those safeguards are provided in the District's traditional schools or using the District's materials. Unless the School is specifically for students with disabilities, the School shall not request through the School's application a student's IEP or other information regarding a student's special needs, nor shall the School access such information prior to the enrollment lottery.

Upon enrollment, or notice of acceptance sent to the student, the School may request from the District information related to the student's program and needs, including the student's most recent IEP, which shall be provided within 10 days. If the School believes, upon review of the IEP, that the student's needs cannot be met at the School an IEP meeting shall be convened within 30 days. The Sponsor shall be invited to and may attend the meeting, at which time the IEP team shall determine whether the School is an appropriate placement for the student.

A representative of the Sponsor shall be invited to participate in all IEP meetings and will serve as the LEA representative. The Sponsor retains the right to determine whether or not to send a representative to such meetings. However, if no representative of the Sponsor will attend an IEP meeting, the Sponsor must designate which individual or employment position at the School will serve as LEA representative and must provide such individual with training required to serve as LEA representative.

4. Due Process Hearing:

i. A student, parent, or guardian who indicates at an IEP, EP, or 504 meeting that they wish to file for a due process hearing or State Complaint pursuant to State law and rules shall be given the appropriate forms by the School. These forms shall also be provided upon request at any other time.

ii. Due process hearing requests shall be forwarded to the Sponsor's ESE Director and the District's General Counsel within one (1) school day of receipt.

iii. The Sponsor will select and assign an attorney in consultation with the School. The School may also hire an attorney at its cost to consult and cooperate with the Sponsor. Final decisions on legal strategies shall be made by the Sponsor's attorney in

consultation with the School.

iv. In cooperation with the assigned attorney, the School is responsible for scheduling resolution and mediation meetings as required under State and Federal law.

v. The Sponsor shall ensure that:
(a) The due process hearing is conducted pursuant to applicable State laws and rules;
(b) A final decision is reached; and
(c) A copy of the decision is mailed to the parties.

vi. The School shall bear all the costs associated with the administrative due process hearing, legal representation, discovery, court reporter, and interpreter. In the event that the student, parents, or guardians prevail, either through a hearing or settlement, the School shall pay any and all attorneys' fees, reimbursements, compensatory education and any other costs incurred, agreed upon or awarded; however, the District shall assume or reimburse the costs of the defense attributable to, caused by or through the fault of the District, if any. Costs and fees incurred will be automatically reduced from the FTE funds passed through the Sponsor to the School, without any penalty of interest, although the School may request and the parties agree to a payment plan.

If the School receives a complaint filed or becomes aware of an investigation with the Office of Civil Rights or any other governmental entity and the complaint or investigation relates to the School and could involve the Sponsor, the School shall within one (1) school day notify the Sponsor and provide the Sponsor any documentation from the agency. The School shall fully cooperate with the Sponsor during the investigation and proceeding and provide the Sponsor any relevant information. The School shall bear all costs associated with the investigation. However, the Sponsor shall assume or reimburse the costs attributable to, caused by, or through the fault of the Sponsor, if any.

I. ESE administrative services covered by the administrative fee, pursuant to section 1002.33(20), Florida Statutes, includes professional development related to IEP development; access to any electronic IEP system or forms; initial evaluation for ESE placement; and other supports and services as agreed to by the School and the District.

J. English for Speakers of Other Languages: Students at the School who are English Language Learners will be served by English to Speakers of Other Languages (ESOL) certified personnel who will follow the District's Plan for English Language Learners (ELLs), or an alternate plan that has been approved by the Sponsor. The School shall be invited to attend the District's ESOL Procedures Training(s) and shall comply with applicable rules and regulations.

K. Dismissal Policies and Procedures

The School shall implement the dismissal policies as described in the approved

Application or subsequently submitted to and approved by the Sponsor. If the School materially revises the dismissal policies, it shall provide the Sponsor the revised policies within 30 days of adoption by the Governing Board. If the Sponsor determines that the revised dismissal policies violate applicable law it shall provide the School with written notice within 30 days. The School shall have the opportunity to resubmit.

Upon the School's decision to implement dismissal, the School shall refer the student to the District for appropriate placement with the District. Dismissal procedures shall be clearly defined in writing and included in any Parent Contract, shared with students and parents annually and provided to the District no later than two weeks prior to the opening of school each year. In each instance where dismissal is initiated, the parents will receive written notice of the dismissal including the reasons for dismissal and a summary of the actions taken to assist the student prior to dismissal. The District shall be provided a copy of the dismissal notice on the same day as the parent. The School shall work in conjunction with the parent(s) and the receiving school to assure that, to the greatest extent possible, such dismissals occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on the student grades and academic achievement.

The School may withdraw a student involuntarily for failure to maintain eligibility, such as District residency requirements, or for material violation of the School's Student Conduct Code, which must also be compliant with IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA) for student with disabilities.

The School may not withdraw a student involuntarily for poor academic performance or for a minor infraction of the School's Code of Conduct. The School will ensure that no pressure, coercion, negotiation or other inappropriate inducement may be used to attempt to have parents or guardians withdraw students from the School.

L. Student Code of Conduct, Suspension and Expulsion

The School will maintain a safe learning environment at all times. The School shall adopt a Code of Student Conduct as described in the approved Application. The School will report each month to the District the number of violations of the Code, by offense, to be included in the District's discipline reporting, as required by law. The School agrees that it will not engage in the corporal punishment of students. Students recommended for expulsion or placement in an alternative school will be referred to the Sponsor for appropriate disposition. If the student remains enrolled at the School while placed at an alternative school, costs for the alternative school charged to the School, if any, will not exceed the Sponsor's actual cost for such student unless mutually agreed to by the School and Sponsor in a contract negotiated separately from the Charter. Students with disabilities shall be afforded a manifestation determination if required by the Individuals with Disabilities Education Act.

M. School or Parent Contract

The School agrees to submit any proposed Parent Contracts, including amendments, to the

Sponsor for review by March 1 annually. The Sponsor shall approve the proposed Parent Contract or reject it if it does not comply with applicable law, within 30 days of receipt. If the Sponsor rejects the proposed Parent Contract it shall provide its reasons for rejection in writing, detailing the legal insufficiency, and shall allow the School to resubmit a revised draft. If the School or Sponsor elects to resolve any dispute through the dispute resolution procedures, then the deadline for approving the Parent Contract will be extended through the conclusion of that dispute resolution process. The School may not accept monetary donations in lieu of volunteer hours.

Section 4: Financial Accountability

A. Revenue: State and Local

1. Basis for Funding: Student Reporting

i. School will report the daily attendance of each student to the District to meet District attendance reporting requirements, as required by law.

ii. The School agrees to report its student enrollment to the District as provided in section 1011.62, Florida Statutes, and in accordance with the definitions in section 1011.61, Florida Statutes, at the agreed upon intervals and using the method used by the District when recording and reporting cost data by program. The District shall include the School's enrollment when recording and reporting cost data by program. The District shall include the School's enrollment in the District's report of student enrollment. The School shall use the Sponsor's electronic data processing software system and procedures for the processing of student enrollment, attendance, FTE collection, assessment information, IEP's, ELL plans, 504 plans, and any other required individual student plan. The Sponsor will offer training to the School, and invite the School to any subsequent training for District staff, in the use of such system and procedures at no cost to the School. A representative of the School shall attend such training. The Sponsor shall provide the School with equal access to the Sponsor's student information systems that are used by traditional public schools in the District

iii. If the School submits data relevant to FTE, Federal, or grant funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State, the United States Department of Education or the District for any errors or omissions in data that the School submitted provided that the District has timely sent notice to the School of alleged errors discovered through such audit(s) so that the School, on its own, or through the Sponsor, at the School's expense may participate in any proceedings to challenge or appeal such audit findings. After final disposition of any appeals, the District shall deduct any such adjustments from the School's subsequent revenue disbursements evenly

over the remaining months of the fiscal year or according to an agreed upon payment plan.

iv. The District agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a District school in a manner fully consistent with Florida law. The basis of the funding shall be the sum of the District's operating funds from the Florida Education Finance Program (FEFP) as provided in section 1011.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds and funds from the District's current operating discretionary millage levy, divided by the total funded weighted full-time equivalent students (WFTE) in the District; multiplied by the weighted full-time equivalent students for the School.

v. If the School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of categorical program funds included in the total funds available in the FEFP by the Legislature, including transportation, the research-based reading allocation, and the Florida digital classrooms allocation and any other funds made part of the FEFP by the Florida Legislature.

vi. Total funding for the School shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the School during the full-time equivalent student survey periods designated by the Commissioner of Education.

2. Millage Levy, if applicable

The District shall provide additional funding to the School via any applicable capital outlay or operating millage levied by the Sponsor as required by law.

3. Fees to be Charged to the School By the District.

The Sponsor may charge the School an administrative fee in an amount not to exceed the maximum rate allowed under section 1002.33(20), Florida Statutes. Such fee shall be withheld ratably from the distributions of funds, defined in section 1002.33(17)(b), Florida Statutes, to be made to the School under this Charter. Such fee shall cover only those services provided by the Sponsor which are required to be covered under such statute. If the School requests services from the Sponsor beyond those provided for in statute, the Sponsor and the School will enter into a separate written agreement approved by both parties.

The District shall provide the distribution of funds reconciliation simultaneously with each revenue disbursement to the School including any administrative and other fees and charges withheld.

4. Distribution of Funds Schedule

i. The Sponsor shall calculate and submit twelve (12) monthly or twenty- four bi-monthly payments to the account specified by the School. Each payment will be one-twelfth (1/12) or one twenty-fourth (1/24) of the funds described in Section 4.A.1., above, less the administrative fee set forth in Section 4.A.3, above. The first payment will be made by July 15 of the School's first year of operation. Subsequent payments will be made no later than the 15th of each month beginning with August 15.

ii. For the first two years of this Charter, monthly payments will be calculated as follows:

a. July through October payment shall be based on the School's projected enrollment as described on the cover sheet of the approved Application, if a minimum of 75 percent of the projected enrollment is entered into the Sponsor's Student Information System by the first day of the current month. Otherwise, or if the School's enrollment exceeds its projected enrollment, the Sponsor shall fund the School based on the number of students actually entered in the Sponsor's Student Information System as of the first day of the current month, not to exceed the Annual Enrollment Capacity.

b. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the School for the remainder of the fiscal year.

c. Payments will be adjusted retroactively for prior period adjustments.

iii. For the following years of the Charter, monthly payments will be calculated as follows:

a. July through October payment shall be based on the School's Final Projected Enrollment as determined under the provisions of Section 3.F. of this Charter, if a minimum of 75 percent of the Final Projected Enrollment is entered into the Sponsor's Student Information System by the first day of the current month. Otherwise, the Sponsor shall fund the School based on the number of students actually registered as of the first day of the month.

b. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds

distributed monthly to the School for the remainder of the fiscal year.

c. Payments will be adjusted retroactively for prior period adjustments.

iv. Payment shall not be made, without penalty of interest, for students in excess of the School facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use, or Fire Permit or in excess of the Annual Enrollment Capacity for the school year (whichever is less). In the event that the required county or municipality facility permits do not indicate a facility capacity, the School must submit a letter from the architect of record certifying the capacity of the facility.

v. The Sponsor may withhold monthly payments, without penalty of interest, if the School's Certificate of Occupancy, Certificate of Use, or Fire Permit has expired or has otherwise become invalid. The School shall notify the Sponsor immediately if any of the aforementioned documents has expired or become invalid. The Sponsor shall release, in full, all funds withheld under this provision when the School has cured the deficiency. Payments will not be withheld pending receipt of the School's Certificate of Occupancy, Certificate of Use or Fire Permit for its initial location or any subsequent location, so long as the School has met applicable statutory deadlines for obtaining such approvals.

Additionally, funding for the School shall be adjusted during the year as follows:

a. In the event of a state holdback or a proration, which reduces District funding, the School's funding will be reduced proportionately to the extent required by law.

b. In the event that the District exceeds the state cap for WFTE for Group 2 programs established by the Legislature resulting in unfunded WFTE for the District, then the School's funding shall be reduced to reflect its proportional share of any unfunded WFTE.

vi. The District shall make every effort to ensure that the School receives timely and efficient reimbursement of funds. Other than those payments provided for in this Charter, for which other requirements for timely payments have been made, the payment shall be issued no later than ten (10) working days after the District receives a distribution of state or federal funds. If a warrant for

payment is not issued within ten (10) working days after the receipt of funding by the District, or the due date set forth in this Charter, the District shall pay to the School, in addition to the amount of the scheduled disbursement, interest at a rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration of the ten (10) day period until such time as the warrant is issued.

Payment shall be made to the account in a state-approved depository specified and approved by the Governing Board at a public meeting.

Notwithstanding the foregoing, distribution of FTE funds may be withheld, upon written notice by the Sponsor, if any of the following required documents are more than thirty (30) day overdue:

i. The School's monthly/quarterly financial statement as required by State Board of Education Rule 6A-1.0081, F.A.C.

ii. The School's annual financial audit as required by section 218.39, F.S and this Charter.

The Sponsor shall release, in full, funds withheld under this provision within 10 days of receipt of the documents that resulted in the withholding of funds.

B. Federal Funding

Pursuant to section 1002.33(17)(d), Florida Statutes, the Sponsor shall include the School in all requests for federal funds for which the School, or its students, is eligible, including without limitations, Title I, Title II, and IDEA funds. The Sponsor will provide copies of federal fund grant requests to the School no later than the date they are submitted to FDOE or a federal agency, as applicable.

Pursuant to section 1002.33(17), Florida Statutes, unless otherwise mutually agreed to by the School and Sponsor, and consistent with state and federal rules and regulations governing the use and disbursement of federal funds, the Sponsor shall reimburse the School on a monthly basis for all invoices submitted by the School for federal funds available to the Sponsor for the benefit of the School, the School's students, and the School's students as public students in the District. If the School elects to receive funds in lieu of services, the following provisions apply:

1. The Sponsor shall provide to the School by July 15 of each year, or at other times of the school year if other federal funds become available, a projected annual allocation for all federal funds, as described above, that the School may draw as reimbursement for services provided. The projected annual allocation

shall be based upon the School's Final Projected Enrollment as provided for in 3.F. of this Charter or other data as applicable to the federal funds to be allocated.

2. The School shall provide to the Sponsor a plan that describes how the funds will be used in accordance with applicable federal requirements as required by law. The plan must include sufficient detail to allow review of the plan for compliance with applicable federal regulations. The Sponsor shall have 30 days to review and approve the plan. If the Sponsor deems the plan unacceptable, the Sponsor shall provide the School with written notice detailing the deficiencies and provide an opportunity to cure.

3. The School shall submit invoices by the 15th of each month to receive reimbursement for allowable expenses incurred during the prior month. The School shall maintain documentation of all expenditures in accordance with applicable law and provide to the Sponsor upon request. Expenditures shall be included in required monthly or quarterly financial statements.

4. The Sponsor shall reimburse the School within 30 days of receipt of the invoice. If the Sponsor determines that the invoice is insufficient, it shall provide written notice to the School within ten (10) days of receipt.

5. If the School and Sponsor mutually agree that the School will receive services funded through federal funds in lieu of the funds, such services will be provided to the School in the same manner as such services are provided to school district schools and to the students enrolled at school district schools.

6. The per pupil allocation of Title I funds will be determined annually in accordance with federal and state Title I regulations by the District for that purpose. The allocation of Title I Funds shall be made in accordance with the Public Charter Extension Act of 1998 and all corresponding guidance and regulations and applicable Florida law.

7. Any capital outlay item purchased with Title I must be identified and labeled for Title I property audits. The property must be returned to the District if the School is no longer eligible for Title I funding.

8. Should the School receive Title I funds it will employ highly qualified staff: teachers that are certified and teaching infield; Para-educators with two years of college, an AA degree, or that have passed an equivalent exam.

9. If the School accepts Title I funds, the School will receive a separate parent involvement allocation that must be spent in support of parental involvement activities and the School will implement a parent involvement program subject to the provisions of Title I federal law, currently section 1118 of NCLB.

10. The District and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards.

11. Medicaid School Match Program Participation: Under the Medicaid Certified School Match Program, the School may be eligible to seek reimbursement for certain services provided to Medicaid-eligible students who qualify for services under the IDEA part B or C. In order to seek reimbursements, the School shall follow the procedures established by the Agency for Health Care Administration for Medicaid-reimbursable services to eligible students in the School.

C. Federal Grants

The School agrees to comply with the District's rules, policies and procedures for federal and state Grants Management for grants submitted through the District, which include, but are not limited to:

1. Working with the appropriate District staff to facilitate District's approval for all federal and state grant applications developed by the School for which the District will serve as fiscal agent

2. Submitting a grant application executive summary and grant description for each such grant processed, and submitting an annual end-of-the-year Grant Final Report.

3. Ensuring that all grant indirect costs are appropriated, if allowed, to the district for applicable Federal Grants that are approved, monitored and/or disbursed by the Sponsor. For purposes of the Public Charter School Program Grant, authorized under Title V, Part B, of the Elementary and Secondary Education Act, no indirect costs may be appropriated to the Sponsor unless the School voluntarily agrees to such appropriation.

D. Charter School Capital Outlay Funds

1. Application

If the School meets the FDOE criteria for Charter School Capital Outlay Funds, the School must submit a Capital Outlay Plan pursuant to the process required by FDOE.

2. Distribution

Should the School receive a Capital Outlay allocation, the District shall distribute such funds to the School within 10 days of receipt of such funds from the FDOE.

E. Restriction on Charging Tuition or Fees

The School shall not charge tuition or fees, except those fees allowable by statute that are normally charged by other public schools in the District. If the School intends to charge fees, it shall submit its proposed fee schedule to the District for review no later than March 1 prior to the School Year in which the fees are intended to be charged, or within 30 days of contract execution for the initial school year. If the District believes that the proposed fee schedule does not meet the requirements of this subsection or applicable law, it will submit comments to the School and request additional information no later than thirty (30) days following receipt of the proposed fee schedule. If the parties are unable to resolve such issues, the matter will be submitted for alternative dispute resolution as set forth herein and Florida law. Fees shall not be a barrier to enrollment.

F. Budget

1. Annual Budget

The School shall annually prepare an operating budget for the School. The budget shall be formally adopted by the Governing Board at a scheduled public meeting. The adoption of the budget shall be documented in the minutes of the meeting. The School shall provide to the Sponsor a copy of the approved budget and a copy of the minutes of the Governing Board meeting documenting adoption of the budget, no later than August 30, for the fiscal year.

2. Amended Budget

Any amendments to the adopted budget shall be approved by the Governing Board at a scheduled meeting thereof and a copy provided to the District within 10 business days of the meeting at which the budget was amended.

G. Financial Records, Reports and Monitoring

1. Maintenance of Financial Records

The School shall use the standard state format contained in the Financial and Program Cost Accounting and Reporting for Florida Schools (The Red Book) for all financial transactions and maintenance of financial records.

2. Financial and Program Cost Accounting and Reporting for Florida Schools. The School agrees to do an annual cost accounting in a form and manner consistent with generally accepted governmental accounting standards in Florida. The financial statements are to be prepared in accordance with the provisions of section 1002.33(9), Florida Statutes.

3. Financial Reports

i. Monthly or Quarterly Financial Reports

The School will submit a monthly or quarterly, as applicable, financial statement pursuant to section 1002.33(9), Florida Statutes, and Rule 6A-1.0081, Florida Administrative Code, to the Sponsor no later than the last day of the month following the month being reported or in the case of a High-Performing charter school, financial reports shall be submitted quarterly as provided by Florida law. The monthly or quarterly report will be in the format prescribed by the FDOE.

The parties agree that the Sponsor may reasonably request, in accordance with section 1002.33(5)(b)1.j., Florida Statutes, documents on the School's financial operations beyond the monthly financial statement and the School shall provide in a reasonable timeframe.

ii. Annual Property Inventory

The School will submit annually to the Sponsor a property inventory of all capital assets or additions to capital assets purchased with public funds (including grant funds). This includes land or existing buildings, improvements to grounds, construction of buildings, additions to building, remodeling of buildings, initial equipment, new and replacement equipment, and software. This shall include furniture, fixtures, and equipment. The property inventory shall include the date of purchase, description of the item purchased, the cost of the item, and the item location. The property inventory shall be submitted to the sponsor annually at the same time School's Annual Audit is submitted.

iii. Program Cost Report

The School agrees to deliver to the Sponsor its annual cost report in a form and manner consistent with generally accepted governmental accounting standard in Florida, no later than the last business day in July.

iv. Annual Financial Audit

The School will annually obtain a financial audit, from a licensed Certified Public Accountant or Auditor, selected pursuant to section 218.391, Florida Statutes. The audit will be performed in accordance with Generally Accepted Auditing Standards; Governing Standards and the Rules of the Auditor General for the State of Florida. The School will provide a copy of its annual financial audit (including any School responses to audit findings) to the Sponsor no later than September 30.

The Sponsor reserves the right to perform additional audits and investigations at its expense as part of the Sponsor's financial monitoring responsibilities as it deems necessary to ensure fiscal accountability and sound financial management.

v. Form 990, if applicable

The School shall organize as, or be operated by, a nonprofit organization. If the School has obtained federal tax exempt status as a 501(c) (3) organization, the School shall provide the Sponsor copies of any correspondence from the Internal Revenue Service (IRS) confirming the School's 501(c)(3) status and will provide to the Sponsor a copy of its annual Form 990 within 15 business days after filing it with the IRS. Notwithstanding anything set forth in this Charter, the Sponsor does not covenant to extend or pledge its own tax-exempt status in any way for the use and benefit of the School.

vi. The School shall provide all required financial documents noted herein in a timely manner consistent with the terms of this Charter.

4. The School's fiscal year shall be July 1 – June 30

5. If the School's annual financial audit reveals a deficit financial position, the auditors are required to notify the School's Governing Board, the Sponsor and the FDOE in writing. The auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the School and the chair of the Governing Board within seven (7) business days after finding the deficit position.

6. A final annual financial audit report shall be provided to the entire Governing Board, the Sponsor and the FDOE within fourteen (14) business days after the exit interview.

7. If the School experiences one of the financial conditions included in section 1002.345, Florida Statutes, it shall address such findings as required by law.

H. Financial Management of School

1. The Governing Board shall be responsible for the operation and fiscal management of the School. The fiscal management of the School shall be conducted in a manner consistent with the provisions of the Application.

2. The School shall adhere to any additional applicable financial requirements mandated by State or Federal laws and regulations.

3. Notwithstanding anything else herein to the contrary, the Sponsor shall not

i. Guarantee payment for any purchases made by the School;

ii. Guarantee payment for any debts incurred by the School;

iii. Guarantee payment for any loans taken out by the School.

iv. Lend its good faith and credit in order for the School to obtain a loan or other forms of credit.

The School shall not suggest or represent to third parties, including, but not limited to, lenders, vendors, creditors, other business entities or their representatives, governmental entities, or other individuals anything to the contrary of the immediately preceding sentences.

4. The School agrees to provide to the District, upon request, proof of sufficient funds or a letter of credit to assure prompt payment of operating expenses associated with the School, including but not limited to, the amount of any lease payments, teacher and other staff salaries and benefits, transportation cost, etc. The parties stipulate that provision of a financially feasible, adopted budget, shall be sufficient for meeting this requirement.

I. Description of Internal Operating Procedures

The School shall develop and implement sufficient internal operating procedures as described in the approved Application to ensure sound financial management.

Section 5: Facilities

A. The School shall be located at a location to be determined at a later date. If the School has not secured a facility at the time the Charter is executed, the School will provide notice to the Sponsor of its location no later than the deadline established pursuant to Section 11 of the Charter. The School must provide a copy of the lease agreement, use agreement, or ownership documents and certificate of occupancy or temporary certificate of occupancy documenting compliance with all applicable codes no later than fifteen (15) days prior to the School's opening. The School shall make facilities accessible to Sponsor for safety inspection purposes. A facility for students to utilize during the class day is a material requirement of this Charter. If the facility is sub-leased, the School shall provide, upon request, documentation verifying the owner of the facility has approved the School's use of the facility if such approval is required.

Any proposed change in location or an additional location must be requested in writing to the Sponsor, and any new location must meet the same standards contained herein and applicable law. If the proposed location will not result in a substantial change to the student population or burden to the currently enrolled students and their families and does not alter the school's mission, approval shall not be unreasonably withheld. The School shall not change locations without prior written approval from the Sponsor, Superintendent or Superintendent's designee.

Notwithstanding the aforementioned, in unforeseen circumstances or emergencies, if the

facility is damaged or unable to safely house students and staff, the School must notify the Sponsor, immediately, and secure an alternative location to ensure no interruption in instruction. The alternative location shall be subject to all facility requirements indicated in this section and applicable law. If the circumstances result in limited interruption of instruction the School shall ensure that the required number of instructional hours is provided.

B. The School shall use facilities that comply with the requirements in section 1002.33(18), Florida Statutes. The School shall provide the District with a list of the facilities to be used and their location. The School agrees to periodic health and safety inspections conducted by District safety staff.

C. In the event the School is dissolved or is otherwise terminated, all property of the Sponsor and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Sponsor, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the School, Sponsor property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity, or holding company, other than the School, shall be held in trust upon the Sponsor's request, until any appeal status is resolved.

D. If the School is a Conversion School pursuant to section 1002.33, Florida Statutes, the Sponsor shall maintain the facilities as required by section 1002.33(18), Florida Statutes.

E. The School shall not display any religious or partisan political symbols, statues or artifacts, on the property and facilities where the School will operate.

Section 6: Transportation

A. The School shall provide transportation to the School's students consistent with the requirements of Part I.E. of Chapter 1006, Florida Statues, section 1012.45 and section 1002.33(20)(c), Florida Statutes. The School may provide transportation through an agreement or contract with the Sponsor, a private provider, or parents.

B. Reasonable Distance for purposes of this Charter: The School and Sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within two to four miles of the campus.

C. The parties may agree for the District to provide transportation to and from the School. If such agreement is reached it shall be the subject of a separate contract. If agreement is reached with the Sponsor the School may utilize, at the School's expense, the District's transportation services for extracurricular events, field trips, and other activities on the same basis and terms as other District schools.

D. The School shall comply with all applicable transportation safety requirements. Should the School choose to implement its own transportation plan rather than contract with the

District for transportation services, it shall submit a transportation plan to the District for review and approval. The School shall provide the District the name of the private transportation provider and a copy of the signed contract no later than 10 business days prior to the use of the service.

E. If the School submits data relevant to FTE funding for transportation that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the Sponsor or State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the School is responsible provided that the District has timely sent notice to the School of alleged errors discovered through such audit(s), so that the School, on its own, or through the Sponsor, at the School's expense, may participate in any proceedings to challenge or appeal such audit findings. After final disposition of any appeals, the Sponsor shall deduct such assessed amount from the next available payment otherwise due to the School, without penalty of interest. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same.

Section 7: Food Services

The School shall provide food services to its students consistent with applicable Florida Statutes. If the School elects to participate in the National School Lunch Program it shall follow all applicable federal rules and regulations.

Section 8: Insurance & Indemnification

A. The School agrees to provide the following proof of insurance:

1. Errors and Omissions coverage to include prior acts, sexual harassment, civil rights and employment discrimination, breach of contract, insured versus insured, consultants and independent contractors and with minimum policy limits of $2,000,000.00. The insurance shall be subject to a maximum deductible not to exceed $25,000 per claim. If the insurance is on a claims-made basis, the School shall maintain, without interruption, the Professional Liability Insurance until three (3) years after termination of this Charter;

2. General liability coverage written on an occurrence form with minimum policy limits of $1,000,000.00 per occurrence and an aggregate limit of $2,000,000.00;

3. Business automobile coverage with the same limits as general liability.

B. Property insurance shall be secured for buildings and contents. Property Insurance coverage for the "Building" includes the structure, including permanently installed fixtures, machinery and equipment, outdoor fixtures, and personal property to service the premises. If the Building is under construction, the School shall provide evidence of property insurance for the additions under construction and alterations, repairs, including materials, equipment, supplies, and temporary structures within 100 feet of the premises.

If the School leases the site location, then the School shall provide on a form acceptable to the Sponsor evidence of business personal property insurance, to include furniture, fixtures, equipment and machinery used in the School.

C. The School further agrees to secure and maintain property insurance for the School's personal property, and to insure all of the District's owned property, if any, to be used by the School to its full fair market value with the Sponsor named as loss payee. The insurance must be sufficient to provide for replacement of property.

D. The School agrees to provide adequate Workers' Compensation insurance coverage as required by Chapter 440, Florida Statutes.

E. Fidelity Bond and Crime Coverage: The School shall purchase Employees Dishonesty or Crime Insurance for all Governing Board members and employees, including Faithful Performance of duty coverage for the School's administrators and Governing Board with an insurance carrier authorized to do business in the State of Florida and coverage shall be in the amount of no less than one million ($1,000,000) dollars per loss/two million ($2,000,000) dollars annual aggregate. In lieu of Employee Dishonesty or Crime Insurance, Sponsor is willing to accept Fidelity Bond coverage of equal coverage amount.

F. No later than 30 days prior to the opening of school, the School shall furnish the District with fully completed certificates of all insurance policies, signed by an authorized representative of the insurer(s) confirming the coverage begins by July 1. The certificates shall be issued to the Sponsor and name the Sponsor as an additional insured. Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the School Board evidence of the renewal or replacement of the insurance no less than thirty (30) days before expiration or termination of the required insurance for which evidence was provided. Should any of the above described policies (A-E) be cancelled before the expiration date, written notice to the Sponsor shall be delivered in accordance with the policy provisions or within 10 days of cancellation, whichever is sooner.

G. Failure to secure and continuously maintain all insurance listed in items A-E without cure after written notice above may constitute grounds for termination of this charter.

H. The School agrees to indemnify and hold harmless the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence, intentional wrongful act, misconduct or culpability of the School's members, officers, or employees or other agents in connection with and arising out of any services within the scope of this Charter; (b) the School's material breach of this Charter or law; (c) any failure by the School to pay its suppliers or any subcontractors. In addition, the School shall indemnify, protect and hold the District harmless against all claims and actions brought against the District by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process,

machine or appliance used by the School, except when Sponsor supplied, or required School to use that material, process, machine, or appliance, and any claims or actions related to violation of any state or Federal statutes or regulations including those referenced in this Charter. The School shall not indemnify Sponsor for intentional or negligent conduct of Sponsor or any other cause of action caused by or through the fault of the Sponsor.

I. Applicable to All Coverages the School Procures

1. Other Coverages: The insurance provided by the School shall apply on a primary basis and any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees, or agents, shall be in excess of the insurance provided by or on behalf of/ the School.

2. Deductibles and Retention: Except as otherwise specified, the insurance maintained by the School shall apply on a first-dollar basis without application of deductible or self-insurance retention.

3. Liability and Remedies: Compliance with the insurance requirements of this Charter shall not limit the liability of the School, its subcontractors, its sub-subcontractors, its employees or its agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees, or agents by the insurance shall be in addition to and not in lieu of any other remedy available under the Charter or otherwise.

4. Subcontractors: The School shall require its subcontractors and its sub-subcontractors to maintain any and all insurance required by law.

5. Waiver of Subrogation: All policies will be endorsed for waiver of subrogation in favor of the Sponsor.

6. Defense outside the limits: Whenever possible, coverage for School Leader's Errors and Omission and Sexual Abuse Liability policies should be written with "Defense Costs outside the limits". This term ensures that limits are available to pay claims rather having attorney's fees erode the available claim dollars.

J. The District agrees to indemnify and hold harmless the School, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence, intentional wrongful act, misconduct or culpability of the District's members, officers, employees or other agents in connection with and arising out of any services within the scope of this Charter; or (b) the District's material breach of this Charter or law. In addition, the Sponsor shall indemnify, protect and hold the School harmless against all claims and actions brought against the School by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the District or required by the District to be used by the School, and any claims or actions related to violation of any state or Federal

statutes or regulations including those referenced in this Charter.

K. Notwithstanding anything to the contrary contained herein, through such indemnification set forth in Sections 8(H) and 8(J) above, the District and the School do not waive sovereign immunity to the extent sovereign immunity is available or beyond the limited waiver of sovereign immunity set forth in Section 768.28, Florida Statutes. In the event of any claims described in Sections 8(H) and 8(J) above, the School and Sponsor shall notify one another of any such claim promptly upon receipt of same. The School and Sponsor shall each have the option to defend such claims with their own counsel at the expense of the other party. If the Sponsor or School choose to not hire their own counsel to defend, the other party shall assume the defense of any such claim and have authority in the defense thereof. The parties' obligation to indemnify one another shall survive the termination of this Charter.

L. Notification of Third-Party Claim, Demand, or Other Action: The School and Sponsor shall notify each other of the existence of any third-party claim, demand or other action giving rise to a claim for indemnification under this provision (a "third-party claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that the Sponsor shall at all times have the right to participate in such defense at its own expense. If, within a reasonable amount of time after receipt of notice of a third-party claim, the School or Sponsor fails to undertake to defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the third-party claim for the account. The School or the Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a third-party claim.

M. Notice of Claims

1. Time to Submit

   The School shall provide the Sponsor with proof of insurance pursuant to Section 8(F) of this Charter.

2. Notice of Cancellation

   The evidence of insurance shall provide that the District be given no less than sixty (60) days written notice prior to cancellation.

3. Renewal or Replacement
   Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the District with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided.

Section 9: Governance

A. Governance of the School will be in accordance with the Bylaws or other organizational documents of the School and as described in the Application. The general direction and management of the affairs of the School shall be vested in the Governing Board with a minimum of 3 members. A majority of the voting members of the Governing Board shall constitute a quorum. A majority of those members of the Governing Board present shall be necessary to act. Members of the Governing Board may attend in person or by means of communications media technology used in accordance with rules adopted by the Administration Commission under section 120.54(5), Florida Statutes. The Governing Board's primary role will be to set policy, provide financial oversight, annually adopt and maintain an operating budget, exercise continuing oversight over the School's operations, and communicate the vision of the School to community members. It shall be the duty of the Governing Board to keep a complete record of all its actions and corporate affairs and supervise all officers and agents of the School and to see that their duties are properly performed.

The Governing Board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the School is located and may be a Governing Board member, employee of the School, or individual contracted to represent the Governing Board. If the Governing Board oversees multiple charter schools in the same school district, the Governing Board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually, in writing, to parents and posted prominently on the School's website.

All meetings and communications involving members of the Governing Board shall be held in compliance with Florida's Sunshine Law.

The Board shall have at least two public meetings per school year within the District. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the School's operations. The appointed representative and the School's principal or director, or his or her equivalent, must be physically present at each meeting.

All members of the Governing Board will be required to attend Governance training and refresher courses as required by section 1002.33, Florida Statute, and Rule 6A-6.0784, Florida Administrative Code, and shall submit certificates evidencing completion to Charters.Link also within ninety (90) days of appointment.

The Governing Board will serve as the sole responsible fiscal agent for setting the policies guiding finance and operation. School policies are decided by the Governing Board, and the Principal ensures that those policies are implemented.

The School will be a private employer and will not participate in the Florida Retirement System.

B. The School shall be organized as a Florida nonprofit organization.

C. The Bylaws or other organizational documents of the School shall establish the procedures by which members of the Governing Board are appointed and removed and the election of officers. The Governing Board will develop and implement policies regarding educational philosophy, program, and financial procedures. The Governing Board will oversee assessment and accountability procedures to assure that the School's student performance standards are met or exceeded.

1. The Governing Board shall exercise continuing oversight over the School's operations and will be held accountable to its students, parents or guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in section 1002.33, Florida Statutes.

2. The Governing Board will be responsible for the over-all policy decision making of the School, including the annual approval of the budget.

3. Upon nomination and prior to appointment to the Governing Board, a member shall be fingerprinted pursuant to section 1002.33(12)(g), Florida Statutes. The cost of the fingerprinting is the responsibility of the School or Governing Board member. Prospective Governing Board members whose fingerprint check results warrant disqualification under the Statute shall not be appointed to the board.

4 The Governing Board shall ensure that the School has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to section 1002.345(2), Florida Statutes, who shall submit the report to the Governing Board.

5. The Governing Board shall review and approve the audit report, including any audit findings and recommendations for the financial recovery plan.

6. The Governing Board shall perform the duties set forth in section 1002.345, Florida Statutes, including monitoring any financial corrective action plan or financial recovery plan.

7. The Governing Board shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns about a student's health, safety, or welfare, including concerns involving the student welfare provisions described in section 1001.42(8)(c)1.-6., Florida Statutes. The Governing Board shall also adopt procedures to resolve concerns under the student welfare provisions in section 1001.42(8)(c)1.-6., Florida Statutes, within seven calendar days after notification by the parent and within a reasonable timeframe for other concerns.

8. No member of the Governing Board or their immediate family will receive

compensation, directly or indirectly from the School or the School's operations. No School or management company employee, or his or her spouse, shall be a member of the Governing Board. Violation of this provision or any violation of sections 112.313(2),(3),(7) and (12) and section 112.3143, Florida Statutes, by a member of the Board, shall constitute a material breach of this Charter.

9. Any change in Governing Board membership must be reported to Sponsor in writing within 5 business days of the change and entered into Charters.Link.

D. The School shall allow reasonable access to its facilities and records to duly authorized representatives of the District. Conversely, the District shall allow reasonable access to its records to duly authorized representatives of the School to the extent allowable by law.

To the extent the School is provided access to Sponsor's data systems, all School employees and students will be bound by Sponsor's computer policies and standards regarding data privacy and system security.

E. If an organization (management organization), including but not limited to: 1) a management company, 2) an educational service provider, or 3) a parent organization, will be managing or providing significant services to the School, the contract for services between the management organization and the Governing Board shall be provided to the Sponsor and attached as an appendix to this Charter. Any contract between the management organization and the School must ensure that:

1. Members of the Governing Board or their spouses will not be employees of the management organization, nor should they be compensated for their service on the Board or selected to serve on the Board by the management organization.

2. The Governing Board retains the right to hire an independent attorney, accountant, and audit firm representing and working for, or on behalf of, the School. Notwithstanding, the Governing Board and the management organization may contract for such services as determined by the management agreement and as otherwise allowed by law. The Governing Board shall use an audit firm that is independent from the management organization for the purposes of completing the annual financial audit required under section 218.39, Florida Statutes.

3. The contract will clearly define each party's rights and responsibilities including specific services provided by the management organization and the fees for those services and specifies reasonable and feasible terms under which either party may terminate the contract.

4. All equipment and furnishings that are purchased with public funds will be the property of the School, not the management organization and any fund balance remaining at the end of each fiscal year will belong to the School, not the management organization.

5. All loans from the management organization to the School, such as facility loans or loans for cash flow, will be appropriately documented and will be repaid at a rate no higher than market rates at the time of the loan.

6. A copy of any material changes to the contract between the management organization and the Governing Board shall be submitted to the District within five (5) days of execution. The Sponsor shall have 30 days to review the material changes. If the changes violate the terms of this Charter or applicable law the Sponsor shall provide written notice to the School which shall include a description of the violations. The School may address the concerns or initiate the dispute resolution process included in this Charter.

7. The management organization will perform its duties in compliance with this Charter.

F. Any default or breach of the terms of this Charter by the management company shall constitute a default or breach under the terms of this Charter by the School unless the School cures such breach after written notice.

Section 10: Human Resources

A. The School shall select its own personnel.

B. The School's employment practices shall be nonsectarian.

C. The teachers employed by or under contract to the School shall be certified as required by Chapter 1012.

D. Employees of the School may participate in professional development activities offered by the District. Any costs associated with professional development for which there is an additional fee, and for which no Federal funding has been provided for such purposes to the Sponsor, will be the responsibility of the School or individual School employee.

E. The School may not employ an individual to provide instructional services or to serve as a teacher's aide if the individual's certification or licensure as an educator is suspended or revoked by this or any other state.

F. This Charter makes the following full disclosure of the identity of all relatives employed by the School who are related to the School owner, president, chairperson of the Governing Board, superintendent, Governing Board member, principal, assistant principal, or any other person employed by the School who has equivalent decision-making authority per Fla. Stat. § 1002.33(7) (a) (18):

None.

If the relative is employed after execution of this Charter, the School shall disclose to the District, within 10 business days, the employment of any person who is a relative as defined in section 1002.33(7)(a)18., Florida Statutes. By August 1 of each year, the School shall disclose the identity of all relatives employed by the School who are related to the School owner, president, chairperson of the Governing Board, superintendent, Governing Board member, principal, assistant principal, or any other person employed by the School who has equivalent decision-making authority per Fla. Stat. § 1002.33(7) (a) (18).

The School shall comply with the restriction on employment of relatives, pursuant to section 1002.33(24), Florida Statutes.

G. The School may not knowingly employ an individual who has resigned from a school or school district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school or school district with respect to child welfare or safety or who is under current suspension from any school or school district.

H. The School shall disclose to the parents the qualifications of its teachers in the manner required by law. The School shall provide to the District, prior to the opening of school, the qualifications and assignments of all staff members using the Sponsor's designated database. Teaching assignments must match the State's course code directory numbers. Changes will be provided to the District within 3 work days of hiring, granting leaves of absence, or terminating teachers.

I. The School shall implement policies and procedures for background screening of all prospective employees, volunteers and mentors.

J. The School shall require all employees and the members of the Governing Board to be fingerprinted by an authorized law enforcement agency or an employee of the School or Sponsor who is trained to take fingerprints, pursuant to section 1002.33(12), Florida Statutes, which shall enter same in Charters.Link. The cost of fingerprinting shall be borne by the School or the individual being fingerprinted. The results of all such background investigations and fingerprinting will be reported in writing to the Superintendent of Schools or his or her designee. No School employee or member of the Governing Board may be on campus with students until his or her fingerprints are processed and cleared. The School shall ensure that it complies with all fingerprinting and background check requirements, including those relating to vendors, pursuant to, sections 1012.32, 1012.465, 1012.467, and 1012.468, Florida Statutes, and shall follow Sponsor's policy with regard to the fingerprinting and background check requirements of volunteers. The School shall notify the District's Human Resource Department when a staff member is no longer employed at the School.

The School shall require all employees and Board members to self-report within 48 hours to appropriate authorities any arrest and final disposition of such arrest other than minor traffic violations. The School shall then take appropriate action relating to the employment of that individual.

K. The School shall not violate the anti-discrimination provisions of section 1000.05, Florida Statutes, and the Florida Education Equity Act.

Section 11: Required Reports and Documents

The Sponsor and School shall agree upon submission deadlines for the following required documents. The School must timely submit all required reports and documents under this Section 11 uploading to Charters.Link.

A. Pre-Opening

1. Policies and Procedures Manual

2. List of members of the Governing Board and Principal, including current contact information.

3. Facility [zoning, certificate of occupancy, fire inspection, etc.]

4. Other

   a. Current lease or ownership documents

   b. Copy of current insurance certificates or policies for all types of insurance required by the charter

   c. List of current staff members including certifications and teaching assignments for teachers

   d. Documentation of fingerprinting of all staff and Governing Board members

   e. Student Code of Conduct

   f. Updated list of currently registered students

   g. Contract for transportation rates and services or transportation plan, if applicable.

   h. Letter specifying that the School will adopt the district reading plan or letter specifying that the School will not adopt the district reading plan and a copy of the School's reading plan.

   i. Tentative dates and times of the meetings of the Governing Board for the first year

j. Crisis Response Plan

k. Dismissal policies and procedures

l. School's parental contract, if applicable

m. Student Progression Plan (if different from District's)

n. Sponsor's Pre-Opening Checklist and walk-through (due at least one (1) week prior to students entering the building)

o. Reunification Plan

p. Notice to the Sponsor of the school location no later than July 1, 2024.

B. Monthly

1. Financial Reports, per State Board of Education Rule (quarterly if School is designated High-Performing pursuant to section 1002.331, Florida Statute.)

2. Governing Board meeting agendas and minutes

3. Bus Inspection Reports and proof of FDOT and Federal CDL compliance

4. Active Assailant, Emergency Drills and Threat Management Team Meeting Minutes

C. Annual

1. Annual Student Achievement Report

2. Annual Financial Audit

3. Program Cost Report

4. Annual Inventory Report

5. Policies and Procedures of the school

6. School based Student Code of Conduct

7. Dismissal Policies and Procedures

8. Crisis Response Plan

9. Employee Handbook

10. Current List of members of the Governing Board and Principal

11. School's Parental Contract

12. Projected Enrollment

13. Capacity

14. School Calendar if different than the District

15. Evidence of Insurance

16. Management Organization Agreement

17. Student Progression Plan

18. Emergency Response Plans

19. Reunification Plans

20. Other reports or general monitoring documents as required by Florida Statutes

D. The Sponsor may request additional reports if the request is provided in writing and provides reasonable and specific justification.

E. In connection with its oversight responsibilities, the District may provide information, upon request, to third parties, including creditors and other parties doing business with the School, regarding (i) the School's compliance with its reporting obligations and other obligations hereunder or under applicable law, (ii) the status of the School's charter, and (iii) any disciplinary action that has been taken, including the existence of any Corrective Action Plan and the School's compliance with the requirements thereof.

Section 12: Miscellaneous Provisions

A. Impossibility

Neither party shall be in default of this Charter, if the performance of any or all of this Charter is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

B. Drug Free Workplace: The School shall be a drug-free workplace, as provided by State and Federal law.

C. Entire Agreement

This Charter shall constitute the full, entire, and complete agreement between the parties hereto. All prior representations, understandings and agreements whether written or oral are superseded and replaced by this Charter. This Charter may be altered, changed, added to, deleted from or modified only through the voluntary, mutual written consent of the parties. Any amendment to this Charter shall require approval of the Sponsor and the Governing Board.

D. No Assignment without Consent

This Charter shall not be assigned by either party without mutual written consent.

E. No Waiver

No waiver of any provision of this Charter shall be deemed or shall constitute a waiver of any other provision unless expressly stated. The failure of either party to insist in any one or more instances upon the strict performance of any one or more of the provisions of this Charter shall not be construed as a waiver or relinquishment of said term or provision, and the same shall continue in full force and effect. No waiver or relinquishment to any provision of this Charter shall be deemed to have been made by either party unless in writing and signed by the parties.

F. Default Including Opportunity to Cure

In the event that the School should default under any provision hereto, absent any circumstance permitting immediate termination, the School shall have thirty (30) days from written notice of default to cure, unless otherwise agreed to by the parties in writing.

G. Survival Including Post Termination of Charter: All representations and warranties made herein shall survive termination of this Charter.

H. Severability: If any provision or any part of this Charter is determined to be unlawful, void, or invalid, that determination shall not affect any other provision or any part of any other provision of this Charter and all such provisions shall remain in full force and effect.

I. Third Party Beneficiary: This Charter is not intended to create any rights in a third party beneficiary.

J. Choice of Laws, Jurisdiction and Venue of Disputes and Waiver of Jury Trial

This Charter is made and entered into in the County and shall be interpreted according to the laws of the State. The exclusive jurisdiction and venue for any litigation between the parties arising out of or related to this Charter, shall be the Circuit Court, the County Court in and for the County, or the appropriate appellate or federal court except as otherwise provided for resolution of disputes pursuant to section 1002.33(7)(b), Florida Statutes. The parties forever waive the right to trial by jury for any and all litigation between the parties

arising out of or related to this Charter. The parties agree to have any such dispute settled by a judge alone, without a jury.

K. Notice

Official correspondence between the School and the District shall be in writing, and signed by an officer of the Governing Board or the Principal of the School. Every notice, approval, consent or other communication authorized or required by this Charter shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

1. Notices to the School:

North River Chater Academy, Inc.
Attn: Governing Board Chair
P.O. Box 830
Parrish, FL 34219

Shawn A. Arnold, Esq.
3840 Crown Point Rd., Ste. B
Jacksonville, FL 32257

2. Notices to the Sponsor

The School Board of Manatee County, Florida
Attn: Superintendent
215 Manatee Avenue West
Bradenton, FL 34205

Stephen R. Dye
c/o Dye, Harrison, Kirkland, Petruff & Pratt, PLLC
1206 Manatee Avenue West
Bradenton, FL 34205

Notice may also be given by email to the email addresses provided by the parties subject to verbal or written confirmation of receipt.

Each of the persons executing this Charter represents and warrants that he or she has the full power and authority to execute the Charter on behalf of the party for whom he or she signs and that he or she enters into this Charter of his or her own free will and accord and in accordance with his or her own judgment, and after consulting with anyone of his or her own choosing, including but not limited to his or her attorney.

L. Conflict Between Charter and Florida Law

In any case where this charter conflicts with Florida law, the terms of the applicable Florida Statute, State Board Rule, or case law will control over the Charter.

M. Conflict or Dispute Resolution

Subject to the applicable provisions of section 1002.33, Florida Statutes, as amended from time to time, all disagreements and disputes relating to or arising out of this Charter which the parties are unable to resolve informally, may be resolved according to the following dispute resolution process, unless otherwise directed or provided for in the aforementioned statute. Nothing herein shall be construed to limit the Sponsor's ability to immediately terminate this Charter in accordance with section 1002.33(8)(c), Florida Statutes. It is anticipated that a continuing policy of open communication between the Sponsor and the School will prevent the need for implementing a conflict or dispute resolution procedure.

The following dispute resolution process, not otherwise pre-empted by section 1002.33, Florida Statutes, shall be equally applicable to both parties to this Charter in the event of a dispute. All disagreements and disputes relating to or arising out of this Charter which the parties are unable to resolve informally, may be resolved according to the following dispute resolution process:

Step 1 -- The persons having responsibility for implementing this Charter for the grieving party will write to the other party to identify the problem, propose action to correct the problem and explain reasons for the proposed action.

Step 2 -- The person having responsibility for implementing this Charter for the other party will respond in writing within fifteen (15) calendar days, accepting the proposed action or offering alternative solution(s) to the problem. A meeting of representatives of the parties may be held to reach agreement on the solution and subsequent action.

Step 3 -- Upon resolution of the problem, the responsible personnel from both parties will develop a joint written explanation indicating the resolution. This document will be retained with this Charter. If an amendment to the Charter is necessary, the amendment will be submitted for action by both parties.

Step 4 -- If efforts at agreement within a reasonable time are unsuccessful, the parties may have recourse to their available legal remedies, including, without limitation, mediation through the FDOE or those additional remedies set forth in section 1002.33(7)(b), Florida Statutes.

N. Citations

Whenever a Florida Statute or State Board of Education Rule is referenced in this Charter, it shall be construed to mean the statute or rule as it is amended from time to time.

The Sponsor's policies will not control this Charter or be incorporated herein absent written consent of the Governing Board, as provided by Florida law, unless the School agreed to such policies in the approved Application or otherwise agreed to by the Governing Board in writing.

If the Sponsor subsequently amends any agreed-upon Sponsor policy the version of the policy in effect at the time of the execution of the charter, or any subsequent modification thereof, shall remain in effect and the Sponsor may not hold the School responsible for any provision of a newly revised policy unless the revised policy is mutually agreed upon.

Upon the Sponsor's revision of a mutually agreed upon Sponsor policy, the Sponsor shall provide written notification to the School and Governing Board. The written notification shall include the revised policy and shall allow the Governing Board 45 days to reject the revised policy. If the Governing Board does not provide written notice of its rejection of the policy, the revised policy is deemed accepted by the Governing Board. If the Governing Board rejects the revised policy it shall remain bound by the policy as it existed at the time the Governing Board agreed to it.

O. Interpretation

The headings in the Charter are for convenience and reference only and in no way define, limit or describe the scope of the Charter and shall not be considered in the interpretation of the Charter or any provision hereof. This Charter is the product of negotiation between the parties and therefore the terms of this Charter shall not be construed against either party as the drafter.

IN WITNESS WHEREOF, the parties hereto have executed this Charter, effective as of the day and year first above written:

SCHOOL

By: _____ 3-5-24
Mark McCabe, President Date

ATTESTED:

By: _____ 3-5-24
Frank Zhou, Secretary Date

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

By: _____
Chad Choate, Board Chair Date

ATTESTED:

By: _____
Jason Wysong, Superintendent Date

APPROVED AS TO FORM:

By: _____
Pamela D'Agostino, Esq. Date

Appendices

1. The Application
2. Governance Documents
3. ELL Plan, if different than Sponsors
4. Management Contract

AGENDA ITEM NO. 10.24

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval to File an Appeal and to File a Petition for a Writ of Certiorari in Kinnan v. School Board of Manatee County, Manatee County Circuit Court Case Number 2016 CF 4064 (No Financial Impact)

Executive Summary
In September 2015, the Board was served with a lawsuit filed by Joseph Kinnan and Linda Kinnan. On February 16, 2024, the Court held a hearing on the School Board's Motion for Summary Judgment. On March 7, 2024, the Court ruled on the School Board's motion and issued its order granting in part and denying in part the School Board's summary judgment motion. Trial for this case is set to begin on April 2, 2024. The School Board's outside counsel recommends that the School Board file an appeal of the Court's order and file a petition for a writ of certiorari as well.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Recommendation
The Superintendent recommends approval to file an appeal and to file a petition for a writ of certiorari in Kinnan v. School Board of Manatee County, Manatee County Circuit Court Case Number 2016 CF 4064.

Financial Impact
No financial impact.

Contact
Submitting Department: Legal
Initiated by: Pamela D'Agostino

AGENDA ITEM NO. 13.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Budget Amendments for January 2024

Executive Summary
State Board of Administration Rule 6A-1.007(2) states, "The School Board shall approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board for the budget form are changed in the original budget approved by the School Board."

The following table reflects changes in fund balance by fund for the month of January 2024.

	General Fund	Debt Service	Capital Outlay	Federal Funds	Food Service	Internal Service*	Trust & Agency
Budgeted Ending Fund Balance 12/31/2023	$50,477,656	$13,199,047	$46,664,978	$0	$12,545,901	$9,302,302	$0
Fiscal Impact	$6,229,908	$3,922	$(10,210,193)	$0	$0	$0	$0
Budgeted Ending Fund Balance 01/31/2024	$56,707,564	$13,202,969	$36,454,785	$0	$12,545,901	$9,302,302	$0

*Self-insurance Health Fund and Worker's Compensation Fund

General Fund budgeted ending fund balance increased $6,229,908 primarily based on 2023-24 FLDOE 3rd Calculation updates $6,370,508, a reduction in estimated Hurricane Idalia expenditures $176,223, and miscellaneous other adjustments $108,177 partially offset by higher anticipated outside attorney fees $425,000.

Debt Service Fund budgeted ending fund balance increased due to interest on investments $3,922.

Capital Outlay Fund budgeted ending fund balance decreased by $10,120,193 due to increase in project costs for Blackburn ES $7,403,000 Oneco ES $5,364,846, and Manatee ES $600,000, and other adjustments $142,347 partially offset by a decrease in Tara ES Project $2,000,000 and Haile MS Project $1,000,000.

There were no other changes to the budgeted ending fund balances.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval of the budget amendments for January 2024.

Financial Impact
Student FTE was higher in 2023-24 FLDOE 3rd Calculation vs 2nd Calculation improving assigned/unassigned fund balance. The General Fund budgeted ending assigned/unassigned fund balance is 10.3%.

Contact
Submitting Department: Budget Department
Initiated By: Gina Maliniak

Attachments:
Jan 2024 Budget Amendment File Summary.pdf
Combined Jan 2024 BAs.pdf

January 2024 Budget Amendment Summary
All Funds

Year	2024
Posting Period	7
Entry Type	(All)

Row Labels		Sum of YTD Current
1		**-$6,229,908**
3		
	10101 General Fund	-$8,873,742
	10102 General Fund Grants	-$2,140,975
4		
	10101 General Fund	$2,643,834
	10102 General Fund Grants	$2,140,975
2		**-$3,922**
3		
	29123 Lease Purchase Bond 2023	-$3,112
	29190 Lease Purchase Bond 2015	-$705
	29193 Lease Purchase Bond 2017	-$479
	29196 Lease Purchase Bond 2016	$316
4		
	29190 Lease Purchase Bond 2015	$750
	29193 Lease Purchase Bond 2017	-$363
	29196 Lease Purchase Bond 2016	-$328
3		**$10,210,194**
3		
	37024 Local Capital Improvement 2324	-$371,080
4		
	37022 Local Capital Improvement 2122	$0
	37023 Local Capital Improvement 2223	$236,858
	37024 Local Capital Improvement 2324	-$1,575,645
	39123 COPS Series 2023A	$2,864,846
	39192 Sales Tax Proceeds	$2,468,213
	39197 Impact Fees	$6,587,002
4		**$0**
3		
	41001 Food Services	$0
	42101 Federal Cash Advance	-$158,320
	42201 Federal Non Cash Advance	-$14,792
4		
	41001 Food Services	$0
	42101 Federal Cash Advance	$158,320
	42201 Federal Non Cash Advance	$14,792
	44501 ARP Act ESSER	$0
8		**$0**
3		
	85002 Donations & Scholarship Fund	-$18,980
4		
	85002 Donations & Scholarship Fund	$18,980
Grand Total		**$3,976,364**

Capital Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(330,630,793)	(330,630,793)	-	0.00%	
3XX	Revenues	(213,161,386)	(213,161,386)	-	0.00%	
3XX	Transfers In & Other Funding Sources	(1,878,184)	(2,249,264)	(371,080)	19.76%	**1**
74X	Facilities Acquisition and Construction	436,480,059	446,660,098	10,180,039	2.33%	
92X	Debt Service	2,286,648	2,447,883	161,235	7.05%	**2**
97X	Transfers Out	60,238,678	60,478,678	240,000	0.40%	
9XX	Budgeted Fund Balance	46,664,978	36,454,785	(10,210,194)	-21.88%	3

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Budget Lease Vehicles Acquired as of January and adj to py lease	(371,080)
Other misc adjustments	-
Total	(371,080)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
Move budget for reclass of interest and maintenance fees	(4,205)
Move budget to Principal object for Vehicle lease payments	165,431
Other misc adjustments	9
Total	161,235

Reference 3 - Comments for Functional Changes over 5%:	Budget Amendment
Adj COPS budget per Capital Meeting (Increase Oneco and Haile from interest)	4,364,846
COPS 2023 Amendment 1 (Increase Blackburn, move Haile Addition out of COPS, and reduce Tara)	5,403,000
Additional budget needed for Manatee El project	400,000
Increase transfer to General Fund for bus driver salary	240,000
Manatee El Roofing Budget to Construction to combine with Auditorium Project along with additional project	200,000
Close Freedom Addition Project	(315,998)
Complete Media Project	(119,010)
Other misc adjustments	37,356
Total	10,210,194

Capital Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	7	KK_REV_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	30000	Revenue	372401	Lease Agreements and SBITAs		38764	Vehicle Leases				To Budget for Lease Vehicles Acquired as of January 371607.17 and adj to prior year lease -527.21	0000102974	(371,079.96)
1																		Total		(371,079.96)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37023	Local Capital Improvement 2223	92010	Debt Service	471001	Redemption of Principal	9513	38764	Vehicle Leases				Move budget for reclass of interest and maintenance fees	0000102936	(15,141.30)
	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37023	Local Capital Improvement 2223	92010	Debt Service	472001	Interest	9513	38764	Vehicle Leases				Move budget for reclass of interest and maintenance fees	0000102936	10,936.03
	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37023	Local Capital Improvement 2223	92010	Debt Service	471001	Redemption of Principal	9513	38764	Vehicle Leases				Move to correct object	0000102966	9.19
2	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37024	Local Capital Improvement 2324	92010	Debt Service	471001	Redemption of Principal	9798	38764	Vehicle Leases				Move budget to Principal object for Vehicle lease payments	0000102977	165,431.11
2																		Total		161,235.03

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	7	KK_REV_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	30000	Revenue	372401	Lease Agreements and SBITAs		38764	Vehicle Leases				To Budget for Lease Vehicles Acquired as of January 371607.17 and adj to prior year lease -527.21	0000102974	(371,079.96)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	468101	Capitalized Remodeling & Renc	9515	30001	Capital Projects	SDMC3	395152015	300000020	Complete media project for 22/23	0000102406	(119,009.54)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395157596	300000020	Close Freedom Addition Project	0000102748	(315,997.99)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	74010	Facilities Acquisition an	464201	Non-Capitalized FF&E	9573	34051	Capital Lease - Sharp/Cannon				Close PO for Sharp Lease buyout	0000102849	(1,392.27)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	468201	Non-Capitalized Remodeling &	9512	30001	Capital Projects	SDMC3	395120008	395120008	Manatee El Roofing Budget to Construction to combine with Auditorium Project along with additional project increase of 200,000	0000102912	(2,000,000.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	468101	Capitalized Remodeling & Renc	9515	30001	Capital Projects	SDMC3	395152001	300000020	Manatee El Roofing Budget to Construction to combine with Auditorium Project along with additional project increase of 200,000	0000102912	2,200,000.00
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	464901	Tech FF&E Non Capitalized	9571	30001	Capital Projects	SDMC3	395153985	300000050	Closing Sugg Project	0000102914	(11,674.96)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	464901	Tech FF&E Non Capitalized	9615	30001	Capital Projects	SDMC3	395153985	300000050	Closing Sugg Project	0000102914	(12,777.26)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	465201	Other Motor Vehicles	9513	38764	Vehicle Leases				TO record Vehicle Leases through January	0000102975	371,079.96
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395153186	300000020	Adj COPS budget per Capital Meeting (Increase Oneco -1m from Haile and 4364846 from interest)	0000103092	5,364,846.00
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395157596	300000020	Adj COPS budget per Capital Meeting (Increase Oneco -1m from Haile and 4364846 from interest)	0000103092	(1,000,000.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395153100	300000020	COPS 2023 Amendment 1 (Increase Blackburn, Move Haile Addition out of COPS, reduce Tara by 2m)	0000103094	7,403,000.00
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395153986	300000020	COPS 2023 Amendment 1 (Increase Blackburn, Move Haile Addition out of COPS, reduce Tara by 2m)	0000103094	(2,000,000.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395157596	300000020	COPS 2023 Amendment 1 (Increase Blackburn, Move Haile Addition out of COPS, reduce Tara by 2m)	0000103094	(6,903,000.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	395157596	300000020	COPS 2023 Amendment 1 (Increase Blackburn, Move Haile Addition out of COPS, reduce Tara by 2m)	0000103094	6,903,000.00
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74310	Charter School CO-LCI	479301	Charter School CO 1.5 Mil	9798	40005	Charter School CO - 1.5 Mil				Budget to Actual - Charters LCI Allocation	0000103470	53,275.05
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	468101	Capitalized Remodeling & Renc	9515	30001	Capital Projects	SDMC3	395152001	300000020	Additional Budget needed for Manatee El project due to discovery of structural issues	0000103488	400,000.00
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	464901	Tech FF&E Non Capitalized	9571	30001	Capital Projects	SDMC3	395157599	300000050	Closing Sugg Project - remaining Tech funds to be used at PHS for PA system not included	0000103489	11,674.96
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37022	Local Capital Improvement 2122	74010	Facilities Acquisition an	464201	Non-Capitalized FF&E	9531	38916	S/S Guardian Equipment				Close program 38916 PO complete	0000103742	(1,750.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	491000	Transfers to General Fund	9798	40310	TR Transportation-Bus Drivers				Increase TR for Bus Driver Salary per attached	0000102905	(240,000.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Unposted	37023	Local Capital Improvement 2223	97010	Transfers	491000	Transfers to General Fund	9798	40310	TR Transportation-Bus Drivers				Increase TR for Bus Driver Salary per attached	0000102905	240,000.00

Capital Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37022	Local Capital Improvement 2122	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39123	2023 Series COPS				Move DS Budget to 37022 to use prior yr fund balance	0000103743	1,750.00
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39123	2023 Series COPS				Move DS Budget to 37022 to use prior yr fund balance	0000103743	(1,750.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39090	2015 Series COPS				Move DS to 2015 COPS for Arbitrage invoice	0000103915	691.39
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39093	2017 Series COPS				Move DS to 2015 COPS for Arbitrage invoice	0000103915	(363.00)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39096	2016 Series COPS				Move DS to 2015 COPS for Arbitrage invoice	0000103915	(328.39)
3	7	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	491001	Transfers to General Fund	9798	40310	TR Transportation-Bus Drivers				Increase TR for Bus Driver Salary per attached	0000104118	240,000.00
3																		Total		10,210,193.99

Debt Service Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(12,831,068)	(12,831,068)	-	0.00%	
3XX	Revenues	(1,733,462)	(1,737,442)	(3,980)	0.23%	
3XX	Transfers In	(34,118,575)	(34,118,575)	-	0.00%	
92X	Debt Service	35,484,058	35,484,117	59	0.00%	
9XX	Budgeted Fund Balance	13,199,047	13,202,969	3,922	0.03%	

General Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(85,961,974)	(85,961,974)	-	0.00%	
3XX	Revenues	(533,698,718)	(544,473,435)	(10,774,717)	2.02%	
3XX	Transfers In and Other Funding Sources	(27,434,699)	(27,674,699)	(240,000)	0.87%	
5XX	Instructional	385,533,661	389,633,529	4,099,868	1.06%	
61X	Student Support Services	23,833,602	23,903,045	69,443	0.29%	
62X	Instructional Media Services	5,827,510	5,831,274	3,764	0.06%	
63X	Instruction and Curriculum Development	9,332,137	9,350,765	18,628	0.20%	
64X	Instructional Staff Training	1,539,817	1,586,129	46,311	3.01%	
65X	Instructional Technology	585	585	-	0.00%	
71X	Board	1,419,794	1,419,794	-	0.00%	
72X	General Admin Superintendent	3,426,898	3,721,270	294,372	8.59%	**1/**
73X	School Administration	37,197,453	37,083,032	(114,421)	-0.31%	
74X	Facility Acquisition and Construction	7,624,876	7,904,597	279,721	3.67%	
75X	Fiscal Services	3,990,222	3,996,665	6,443	0.16%	
77X	Central Services	16,092,814	16,171,381	78,568	0.49%	
78X	Transportation	20,669,870	20,919,236	249,366	1.21%	
79X	Operation of Plant	50,832,872	50,811,500	(21,373)	-0.04%	
81X	Maintenance of Plant	11,818,532	11,763,068	(55,464)	-0.47%	
82X	Administrative Technology	8,728,688	8,734,338	5,649	0.06%	
91X	Community Services	6,969,485	6,793,419	(176,066)	-2.53%	
92X	Debt Service	1,778,918	1,778,918	-	0.00%	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	50,477,656	56,707,564	6,229,908	12.34%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Legal Fees - Case Trial Costs	425,000
Juul Settlement funds for Vaping Education	(156,089)
Other misc adjustments	25,461
Total	294,372

General Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	7	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	72010	General Administration	416101	NB Support Regular Pay	9613	00000	Discretionary				Longevity Pay - AFSCME & HNB	0000102334	750.00
1	7	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	72010	General Administration	421103	Retirement System	9613	00000	Discretionary				Longevity Pay - AFSCME & HNB	0000102334	101.78
1	7	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	72010	General Administration	422001	FICA	9613	00000	Discretionary				Longevity Pay - AFSCME & HNB	0000102334	57.38
1	7	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	72010	General Administration	424001	Worker's Compensation	9613	00000	Discretionary				Longevity Pay - AFSCME & HNB	0000102334	9.38
1	7	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	72010	General Administration	431001	Prof & Technical Services	9611	00000	Discretionary				Consulting Services for Superintendent	0000102343	21,000.00
1	7	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	72010	General Administration	431001	Prof & Technical Services	9612	13681	Outside Attorney Fees				Legal Fees - Case Trial Costs	0000102597	425,000.00
1	7	PROJ_C_BUD	SDMC1	Adjustment	Posted	10102	General Fund Grants	72010	General Administration	479005	Indirect Costs	0211	15001	Grants Program	SDMC4	402110054	720000000	24.27 Project EDGE Budget Year #1	0000102836	4,522.00
1	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	10101	General Fund	72010	General Administration	411101	Adm/Direct Regular Pay	9611	13821	EDEP Covered Costs	SDMC6	696110000	696110000	Superintendent Moving Exps	0000102918	(6,008.88)
1	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	10101	General Fund	72010	General Administration	439001	Other Purchased Services	9611	13821	EDEP Covered Costs				Superintendent Moving Exps	0000102918	6,008.88
1	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	10101	General Fund	72010	General Administration	431001	Prof & Technical Services	9617	00000	Discretionary				District Event Security 9617	0000103273	(979.76)
1	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	10101	General Fund	72010	General Administration	474001	Judgements & Settlements	9799	13890	Vaping Educ & Prevention				Juul Settlement funds for Vaping Education	0000103342	(156,089.22)
1																				
1																		Total		294,371.56

Health Insurance Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(12,870,340)	(12,870,340)	-	0.00%	
3XX	Revenues	(54,642,000)	(54,642,000)	-	0.00%	
3XX	Transfers In	-	-	-	n/a	
77X	Central Services	59,507,891	59,507,891	-	0.00%	
9XX	Budgeted Fund Balance	8,004,449	8,004,449	-	0.00%	

Workers Comp Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,565,045)	(1,565,045)	-	0.00%	
3XX	Revenues	(3,200,000)	(3,200,000)	-	0.00%	
77X	Central Services	3,467,192	3,467,192	-	0.00%	
9XX	Budgeted Fund Balance	1,297,853	1,297,853	-	0.00%	

Trust & Agency Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,121,660)	(1,121,660)	-	0.00%	
3XX	Revenues	(831,223)	(850,203)	(18,980)	2.28%	
5XX	Instructional	1,886,687	1,920,667	33,980	1.80%	
61X	Student Support Services	11,067	11,067	-	0.00%	
63X	Instruction and Curriculum Development	24,346	24,346	-	0.00%	
72X	General Admin Superintendent	17,656	2,656	(15,000)	-84.96%	**1**
77X	Central Services	9,627	9,627	-	0.00%	
91X	Community Services	3,500	3,500	-	0.00%	
9XX	Budgeted Fund Balance	(0)	(0)	-	0.00%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Manatee Education Foundation reimbursement	(15,000)
Other misc adjustments	-
Total	(15,000)

Trust & Agency Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	7	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	459001	Other Materials and Supplies	9611	00000	Discretionary				MEF Foundation reimbursement	0000103058	(15,000.00)
1																		Total		(15,000.00)

Special Revenue Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-	-	-	n/a	
3XX	Revenues	(41,632,336)	(41,805,447)	(173,111)	0.42%	
3XX	Transfers In and Other Funding Sources	-	-	-	n/a	
5XX	Instructional	21,110,433	21,271,154	160,720	0.76%	
61X	Student Support Services	3,505,478	3,311,336	(194,142)	-5.54%	**1**
63X	Instruction and Curriculum Development	9,337,066	9,333,427	(3,639)	-0.04%	
64X	Instructional Staff Training	5,161,431	5,281,666	120,236	2.33%	
65X	Instructional Technology	94,736	94,736	-	0.00%	
72X	General Admin Superintendent	1,210,973	1,210,048	(925)	-0.08%	
73X	School Administration	(180)	52,320	52,500	-29108.45%	**2**
75X	Fiscal Services	46,607	46,607	-	0.00%	
77X	Central Services	(34,941)	(7,452)	27,489	-78.67%	**3**
78X	Transportation	(70,546)	(59,673)	10,873	-15.41%	**4**
79X	Operation of Plant	(33,526)	(33,526)	-	0.00%	
81X	Maintenance of Plant	13,838	13,838	-	0.00%	
91X	Community Services	157	157	-	0.00%	
97X	Transfer Out	1,290,809	1,290,809	-	0.00%	
9XX	Budgeted Fund Balance	-	-	-	n/a	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
LIFT PROJECT - AMENDMEND #1	(145,852)
Title I Pt A Amendment 1	(118,488)
ESSER III Intensive After School Amendment 1	48,000
ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	21,407
Other misc adjustments	791
Total	(194,142)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
UniSIG Supplemental 23-24 Original Budget Upload	52,500
Other misc adjustments	-
Total	52,500

Reference 3 - Comments for Functional Changes over 5%:	Budget Amendment
LIFT PROJECT - AMENDMEND #1	27,489
Other misc adjustments	-
Total	27,489

Reference 4 - Comments for Functional Changes over 5%:	Budget Amendment
LIFT PROJECT - AMENDMEND #1	20,000
Title I Pt A Amendment 1	7,780
21st century Lincoln/Lee aligning BT with original Award	4,500
ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	(21,407)
Other misc adjustments	
Total	10,873

Special Revenue Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61510	Parental Involvement	431001	Prof & Technical Services	9305	15001	Grants Program	SDMC4	4932304576	61500000(	4576 ESSER III Intensive After School Amendment 1 Budget Transfer	0000102403	48,000.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416301	NCH Regular Pay	0281	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0281 Palm View Transfer for Amendment 1	0000103183	1,881.46
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	0281	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0281 Palm View Transfer for Amendment 1	0000103183	255.32
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	0281	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0281 Palm View Transfer for Amendment 1	0000103183	143.93
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	0281	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0281 Palm View Transfer for Amendment 1	0000103183	23.52
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	439001	Other Purchased Services	0281	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0281 Palm View Transfer for Amendment 1	0000103183	(1,594.93)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	451001	Supplies	0281	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0281 Palm View Transfer for Amendment 1	0000103183	(709.30)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416101	NB Support Regular Pay	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	(15,657.18)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	(2,380.75)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	(1,189.15)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423101	Health & Hospitalizations	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	(4,447.88)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423201	Life Insurance	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	(46.54)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	(174.26)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	451001	Supplies	0301	15001	Grants Program	SDMC4	4930504324	61500000(	4324 TIPA CC 0301 Palmetto ES Transfer for Amendment 1	0000103228	1,200.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61910	Other Student Support S	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304824	61900000(	4824 Farmworkers Transfer for Amendment 2 Travel	0000103244	(1,000.00)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61910	Other Student Support S	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304824	61900000(	4824 Farmworkers Transfer for Amendment 2 Travel	0000103244	1,000.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	439002	Printing	0861	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0861 Lincoln Transfer for Amendment 1	0000103276	46.01
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	451001	Supplies	0861	15001	Grants Program	SDMC4	4930504324	61590000(	4324 TIPA CC 0861 Lincoln Transfer for Amendment 1	0000103276	(46.01)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61110	Attendance and Social V	413401	Other Cert Regular Pay	9318	15001	Grants Program	SDMC4	4931804543	61100000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(72,119.85)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61110	Attendance and Social V	421103	Retirement System	9318	15001	Grants Program	SDMC4	4931804543	61100000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(8,589.47)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61110	Attendance and Social V	422001	FICA	9318	15001	Grants Program	SDMC4	4931804543	61100000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(5,517.17)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61110	Attendance and Social V	423101	Health & Hospitalizations	9318	15001	Grants Program	SDMC4	4931804543	61100000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(9,555.88)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61110	Attendance and Social V	423201	Life Insurance	9318	15001	Grants Program	SDMC4	4931804543	61100000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(158.66)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61110	Attendance and Social V	424001	Worker's Compensation	9318	15001	Grants Program	SDMC4	4931804543	61100000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(721.20)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61510	Parental Involvement	431001	Prof & Technical Services	9318	15001	Grants Program	SDMC4	4931804543	61500000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	9,426.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61510	Parental Involvement	459001	Other Materials and Supplies	9318	15001	Grants Program	SDMC4	4931804543	61500000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(4,000.00)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	411201	Other SAMP Regular Pay	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(38,080.02)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	421103	Retirement System	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(3,529.56)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	422001	FICA	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(2,968.50)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	423101	Health & Hospitalizations	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(6,779.30)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	423201	Life Insurance	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(118.26)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	424001	Worker's Compensation	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(229.29)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	439001	Other Purchased Services	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(2,298.56)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	61910	Other Student Support S	451001	Supplies	9318	15001	Grants Program	SDMC4	4931804543	61900000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	(612.55)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61210	Guidance Services	413301	School Couns Regular Pay	0581	15001	Grants Program	SDMC4	4930504324	61200000(	4324 TIPA CC 0581 Sugg 2nd Transfer for Amendment 1	0000103692	(19,948.80)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61210	Guidance Services	421103	Retirement System	0581	15001	Grants Program	SDMC4	4930504324	61200000(	4324 TIPA CC 0581 Sugg 2nd Transfer for Amendment 1	0000103692	(3,192.52)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61210	Guidance Services	422001	FICA	0581	15001	Grants Program	SDMC4	4930504324	61200000(	4324 TIPA CC 0581 Sugg 2nd Transfer for Amendment 1	0000103692	(1,526.08)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61210	Guidance Services	423101	Health & Hospitalizations	0581	15001	Grants Program	SDMC4	4930504324	61200000(	4324 TIPA CC 0581 Sugg 2nd Transfer for Amendment 1	0000103692	(3,123.98)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61210	Guidance Services	423201	Life Insurance	0581	15001	Grants Program	SDMC4	4930504324	61200000(	4324 TIPA CC 0581 Sugg 2nd Transfer for Amendment 1	0000103692	(45.88)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61210	Guidance Services	424001	Worker's Compensation	0581	15001	Grants Program	SDMC4	4930504324	61200000(	4324 TIPA CC 0581 Sugg 2nd Transfer for Amendment 1	0000103692	(249.36)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416101	NB Support Regular Pay	0261	15001	Grants Program	SDMC4	4930504324	61500000(	4324 Title I Pt A CC 0261 Oneco Transfer for Amendment 1	0000103772	(28,100.79)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	0261	15001	Grants Program	SDMC4	4930504324	61500000(	4324 Title I Pt A CC 0261 Oneco Transfer for Amendment 1	0000103772	(4,077.66)

Special Revenue Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	0261	15001	Grants Program	SDMC4	4930504324	615000000(	4324 Title I Pt A CC 0261 Oneco Transfer for Amendment 1	0000103772	(2,065.65)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423101	Health & Hospitalizations	0261	15001	Grants Program	SDMC4	4930504324	615000000(	4324 Title I Pt A CC 0261 Oneco Transfer for Amendment 1	0000103772	(4,495.23)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423201	Life Insurance	0261	15001	Grants Program	SDMC4	4930504324	615000000(	4324 Title I Pt A CC 0261 Oneco Transfer for Amendment 1	0000103772	(66.02)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	0261	15001	Grants Program	SDMC4	4930504324	615000000(	4324 Title I Pt A CC 0261 Oneco Transfer for Amendment 1	0000103772	(337.42)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61010	Student Support Service	416101	NB Support Regular Pay	9305	15001	Grants Program	SDMC4	4930504572	610000000(	4572 ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	0000103849	11,538.24
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61010	Student Support Service	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504572	610000000(	4572 ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	0000103849	1,565.74
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61010	Student Support Service	422001	FICA	9305	15001	Grants Program	SDMC4	4930504572	610000000(	4572 ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	0000103849	882.68
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61010	Student Support Service	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504572	610000000(	4572 ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	0000103849	7,250.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61010	Student Support Service	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504572	610000000(	4572 ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	0000103849	26.54
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	61010	Student Support Service	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504572	610000000(	4572 ARP Homeless Transfer to Move Health Insurance Not Being Used and Other Salary and Benefits	0000103849	144.23
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416101	NB Support Regular Pay	0151	15001	Grants Program	SDMC4	4930504324	615000000(	4324 TIPA CC 0151 Manatee ES Transfer for Amendment 1	0000103852	(19,924.20)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930504324	615000000(	4324 TIPA CC 0151 Manatee ES Transfer for Amendment 1	0000103852	(3,068.94)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	0151	15001	Grants Program	SDMC4	4930504324	615000000(	4324 TIPA CC 0151 Manatee ES Transfer for Amendment 1	0000103852	(1,539.70)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423101	Health & Hospitalizations	0151	15001	Grants Program	SDMC4	4930504324	615000000(	4324 TIPA CC 0151 Manatee ES Transfer for Amendment 1	0000103852	(3,721.30)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423201	Life Insurance	0151	15001	Grants Program	SDMC4	4930504324	615000000(	4324 TIPA CC 0151 Manatee ES Transfer for Amendment 1	0000103852	(58.04)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4930504324	615000000(	4324 TIPA CC 0151 Manatee ES Transfer for Amendment 1	0000103852	(250.41)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61410	Psychological Services	439401	Dist to Charter-NonFEFP	2120	15001	Grants Program	SDMC4	4930504114	614000000(	4114 Title IV Transfer for Charter and Private Schools	0000104044	791.04
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416301	NCH Regular Pay	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	500.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	67.85
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	38.35
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	6.25
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	439001	Other Purchased Services	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	(2,929.59)
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	439002	Printing	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	1,152.00
1	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	61510	Parental Involvement	451001	Supplies	0761	15001	Grants Program	SDMC4	4930504324	615900000(	4324 TIPA CC 0761 Lee Transfer for Amendment	0000104205	1,165.14
1																				(194,141.54)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	7	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	73010	School Admin - Principa	411103	Adm/Direct Supplements	0151	15001	Grants Program	SDMC4	4930504594	730000000(	4594 UniSIG Supplemental 23-24 Original Budget Upload	0000102848	20,901.06
2	7	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	73010	School Admin - Principa	411103	Adm/Direct Supplements	0261	15001	Grants Program	SDMC4	4930504594	730000000(	4594 UniSIG Supplemental 23-24 Original Budget Upload	0000102848	27,868.08
2	7	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	73010	School Admin - Principa	422001	FICA	0151	15001	Grants Program	SDMC4	4930504594	730000000(	4594 UniSIG Supplemental 23-24 Original Budget Upload	0000102848	1,598.94
2	7	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	73010	School Admin - Principa	422001	FICA	0261	15001	Grants Program	SDMC4	4930504594	730000000(	4594 UniSIG Supplemental 23-24 Original Budget Upload	0000102848	2,131.92
2																		Total		52,500.00

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	416301	NCH Regular Pay	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	10,143.00
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	421103	Retirement System	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	1,376.41
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	422001	FICA	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	775.94
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	423101	Health & Hospitalizations	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	1,588.39

Special Revenue Fund
January 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	423201	Life Insurance	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	23.33
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	424001	Worker's Compensation	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	126.79
3	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	77910	Other Central Services	431001	Prof & Technical Services	9318	15001	Grants Program	SDMC4	4931804543	779000000(	4543 LIFT PROJECT - AMENDMEND #1	0000103330	13,455.00
3																		Total		27,488.86

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0621	15001	Grants Program	SDMC4	4930504324	780000000(	Title I Part A #0621 Able ES	0000103074	900.00
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0301	15001	Grants Program	SDMC4	4930504324	780000000(	4324 TIPA CC 0301 Palmetto ES	0000103228	5,000.00
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42201	Federal Non Cash Advance	78010	Student Transportation	436001	Rentals	9318	15001	Grants Program	SDMC4	4931804543	780000000(	4543 LIFT PROJECT - AMENDMENI	0000103330	20,000.00
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	78000	Student Transportation	479000	Miscellaneous	9308	15001	Grants Program	SDMC4	4932304174	780000000(	4174 21st century Lincoln/Lee	0000103686	4,500.00
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	78010	Student Transportation	479101	Curricular Transportation/Fiel	0261	15001	Grants Program	SDMC4	4930504324	780000000(	4324 Title I Pt A CC 0261 Onec	0000103772	1,880.25
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	78010	Student Transportation	411201	Other SAMP Regular Pay	9305	15001	Grants Program	SDMC4	4930504572	780000000(	4572 ARP Homeless Transfer to	0000103849	(11,538.24)
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	78010	Student Transportation	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504572	780000000(	4572 ARP Homeless Transfer to	0000103849	(1,565.74)
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	78010	Student Transportation	422001	FICA	9305	15001	Grants Program	SDMC4	4930504572	780000000(	4572 ARP Homeless Transfer to	0000103849	(882.68)
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	78010	Student Transportation	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504572	780000000(	4572 ARP Homeless Transfer to	0000103849	(7,250.00)
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	78010	Student Transportation	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504572	780000000(	4572 ARP Homeless Transfer to	0000103849	(26.54)
4	7	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	78010	Student Transportation	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504572	780000000(	4572 ARP Homeless Transfer to	0000103849	(144.23)
4																		Total		10,872.82

Food Service Fund
January 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(14,607,124)	(14,607,124)	-	0.00%	
3XX	Revenues	(33,960,213)	(33,960,213)	-	0.00%	
76X	Food Services	36,021,436	36,021,436	-	0.00%	
9XX	Budgeted Fund Balance	12,545,901	12,545,901	-	0.00%	

AGENDA ITEM NO. 13.2

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Advertising a Notice of Intent to Amend School Board Policies, to Include New Policies, and Setting a Public Hearing at the Board Meeting on April 23, 2024

Executive Summary
The purpose of the requested amendment is to update the following School Board policies to conform to current legislation and statutes.

Bylaw 0141.2 - Conflict of Interest
Bylaw 0166 - Exempt Meetings
Policy 2270 - Religion in the Curriculum
Policy 2271 - Articulation and Access to Florida College System Institutions
Policy 2460 - Exceptional Student Education
Policy 2623 - Student Assessment
Policy 5111.01 - Homeless Students
Policy 5780 - Student/Parent Rights
Policy 8330 - Student Records
Policy 8390 - Animals on District Property
Policy 8420 - Emergency Management

Approving the advertising and setting Public Hearing assures compliance with the provisions of Section 120.54 (3)(a)1, Florida Statutes (2021).

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 7
Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Recommendation
The Superintendent recommends approval of advertising a Notice of Intent to amend School Board Policies, to include new Policies, and setting a Public Hearing at the Board Meeting on April 23, 2024.

Financial Impact
The cost to implement this agenda item will not exceed $200.00 for advertising in the newspaper. The funding source for this expenditure is the General Operating Fund and is included in the Board's approved budget for the 2023-2024 school year.

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
Board Policies for March 19 and April 23 Hearing - Part 1
Board Policies for March 19 and April 23 Hearing - Part 2

Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on April 23, 2024

Bylaw 0141.2 – Conflict of Interest (Revised)
The technical revision to this policy is the result of a proactive review of legal citations in policies. F.S. 112.313 outlines various standards of conduct applicable to public officers, employees, and local government attorneys.

Bylaw 0166 - Exempt Meetings (Revised)
Updated due to change in new state statute.

Policy 2270 - Religion in the Curriculum (Revised)
Policy 2270 is intended to address only religion in the curriculum. To avoid any confusion, the first sentence of this policy is marked for deletion, since it refers to devotional exercises and displays of a religious character (which are not specific to the curriculum). However, a note is included at the end of the policy referring to Policy 8800 (Religious and Other Ceremonies and Observances) and Policy 8805 (Model Policy on Religious Expression in Public Schools) since they are more comprehensive and address requirements related to the language proposed for deletion. The proposed revisions are part of our proactive policy review process.

Policy 2271 – Articulation and Access to Florida College System Institutions (Revised)
The proposed technical revision to this policy is the addition of a legal reference to F.A.C Rule 6A-10.024 (Articulation Between and Among Universities, Florida Colleges and School Districts)

Policy 2460 - Exceptional Student Education (Revised)
Policy 2460 includes a new legal reference to F.A.C. Rule 6A-6.03028 (Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities) for required content in a student's IEP and the new requirement that notice of the transfer of parent rights be provided at least one (1) year before the student reaches age eighteen (18). The notice of transfer of parental rights addition is based on the recent amendment to F.A.C. Rule 6A-6.03311.

Policy 2623 - Student Assessment (Revised)
This policy is revised to reflect a recent amendment to F.A.C. Rule 6A-10.042 (Test Administration and Security) which expands the categories of persons who are permitted to administer and proctor statewide assessments.

Policy 5111.01 – Homeless Students(Revised)
The revision includes a reference to language from non-regulatory guidance from the U.S. Department of Education (ED)(Education for Homeless Children and Youth Programs, Non-Regulatory Guidance) further specifying how the school district may determine whether a child or youth resides in "substandard housing."

Policy 5780 - Student/Parent Rights (Revised)
The revisions to this policy include the following: (1) new language regarding Dropout Prevention and Academic Intervention Program parental notification requirements as set forth in F.A.C. Rule 6A-6.0521 (Definitions and Requirements Which Apply to All Dropout Prevention Programs); (2) new language pertaining to parental notification when a student in grades K-4 has a substantial deficiency in mathematics as required under F.S. 1008.25(6)(c); and, (3) a new legal reference to F.A.C. Rule 6A-6.0521.

Policy 8330 - Student Records (New Policy)
This policy is being added to our Board Policies and is in response to recent amendments to F.A.C. Rule 6A-1.0955 (Education Records) and include a definition of "online educational services" and a prohibition on sharing or selling a student's PII for commercial purposes. A new legal reference to F.A.C. Rule 6A-1.09550 (Student Online Personal Information Protection) is also included in the update.

Policy 8390 - Animals on District Property (Revised)
Updated language added.

Policy 8420 - Emergency Management (Revised)
This policy is revised to comply with amendments to F.A.C. Rule 6A-1.0018 (School Safety Requirements and Monitoring). The revised policy identifies the public safety agencies to be involved in the development of policies and procedures for emergency and fire drills and includes provisions for the completion and distribution of after-action reports.

Book	Policy Manual
Section	Vol. 24, No. 2, Nov. 2023
Title	Technical Correction - Vol. 24, No. 2 - Nov. 2023 - CONFLICT OF INTEREST
Code	po0141.2
Status	From Neola
Adopted	November 9, 2016
Last Revised	January 25, 2022

Technical Correction - Vol. 24, No. 2

0141.2 - **CONFLICT OF INTEREST**

In addition to the provisions of Bylaw 0124 pertaining to standards of ethical conduct, a School Board member shall not have any direct financial interest in a contract with the School District nor shall s/he furnish directly any labor, equipment, or supplies to the District.

Further, Board members are governed by the Florida Consitution, the *Code of Ethics for Public Officers and Employees*, Part III of F.S. Chapter 11, other statutes in the school code, and the Florida Commission on Ethics.

The following is a summary of the Constitutional and statutory mandates. They are not definitive rules and the statute must be consulted for applicable definitions and for exemptions.

A. Standards of Conduct

1. Gifts

No Board member shall accept a gratuity, gift, or favor that might influence professional judgment or obtain special advantages. No Board member may either solicit or accept anything of value - including a gift, loan, reward, promise of future employment, favor, or service - that is based on any understanding that the vote, official action, or judgment of the Board member would be influenced by such gift.

2. Other Prohibited Gifts

No Board member may solicit any gift, food, or beverage from a person, vendor, potential vendor, any other entity doing business with the Board, political committee or committee of continuous existence, or from a lobbyist who lobbies the Board (or the partner, firm, employer, or principal of the lobbyist). No Board member or any person on behalf of the Board member may knowingly accept, directly or indirectly, a gift from a person, vendor, potential vendor, any other entity doing business with the Board, political committee or committee of continuous existence, or from a lobbyist who lobbies the Board (and related individuals and entities, including, but not limited to, the partner, firm, employer, or principal of the lobbyist), if the Board member knows or reasonably believes the gift has a value in excess of $50 - unless the gift is accepted on behalf of and transferred promptly to a governmental entity or a charitable organization, or is given to the Board member by a governmental entity for a public purpose. Gifts from relatives and gifts associated primarily with the recipient's employment or business are not prohibited. Food or beverage consumed at a single sitting or event may be accepted.

"Vendor" is defined as a business entity doing business directly with the Board, such as renting, leasing, or selling realty, goods, or services. (See F.S. 112.3148)

3. Honoraria

No Board member may solicit an honorarium related to the member's public office or duties. No Board member may solicit an honorarium from a person, vendor, potential vendor, or other entity doing business with the Board, from a political committee, or from a lobbyist (and related individuals and entities) who

lobbies the reporting individuals agency. The term "honorarium" does not include payment for services related to employment held outside the position of Board member which requires disclosure. Acutal and reasonable transportation, lodging, and food and beverage expenses related to the honorarium even for a Board member and spouse may be accepted. (See F.S. 112.3149)

"Vendor" is defined as a business entity doing business directly with the Board, such as renting, leasing, or selling realty, goods, or services. (See F.S. 112.3148)

4. Doing Business with One's Agency

No Board member acting in his/her official capacity may, directly or indirectly, purchase, rent, or lease any realty, goods, or services from a business entity in which the Board member, his/her spouse, or child is an officer, partner, director, or proprietor, or in which the Board member, his/her spouse, or child (or any combination of them) owns a material interest. Nor may a Board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the Board or any of its agencies.

5. Unauthorized Compensation

No Board member or his/her spouse or minor child may accept any compensation payment, or thing of value which, with the exercise of reasonable care, is known or should be known to influence the vote or official action of such Board member.

6. Disproportionate Benefit

Board members are prohibited from abusing their position in order to obtain a "disproportionate benefit" for themselves, their spouse, children, employer, or entities with which they have certain business interests. A disproportionate benefit means a benefit, privilege, exemption, or result arising from an act or omission by a public officer that is inconsistent with the proper performance of their public duties.

7. Misuse of Public Position

No Board member shall corruptly use or attempt to use his/her official position or any property or resource within his/her trust or perform his/her official duties, to secure or obtain a special privilege, benefit, or exemption for the Board member or others.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his/her interest in the public schools and his/her interest in his/her place of employment may conflict even though such conflict may not exist.

8. Disclosure or Use of Certain Information

Board members shall not disclose or use information not available to members of the general public and gained by reason of his/her official position for his/her personal gain or benefit of any other person or business entity.

9. Employees Holding Office

A Board employee shall not be a member of the Board while simultaneously continuing as an employee.

B. Voting Conflicts

A Board member shall not vote in an official capacity on any matter which would inure to his/her special gain or loss, or to the special gain or loss of a principal by whom s/he is retained, or to the parent organization or subsidiary of a corporate principal by which s/he is retained, or to the special gain or loss of a relative or business associate.

In the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the School District, the Board member shall declare his/her interest and refrain from debating or voting upon the question of contracting with the company.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his/her interest in the public schools and his/her interest in his/her place of employment may conflict even though such conflict may not exist.

The Board member shall make every reasonable effort to disclose the nature of the Board member's interest as a public record in a memorandum filed with the Board's secretary. If it is not possible for the Board member to file a memorandum before the vote, the memorandum must be filed within fifteen (15) days with the Board's secretary.

C. Additional Provisions

1. Board members shall accept no gifts from any individual, firm, or business entity which the Board member has reason to believe is doing business with or seeking to do business with the District. Meals and admissions to events that relate directly to the school system may be accepted.

2. Board members shall not participate in trips paid by a vendor or potential vendor for the purpose of inspecting products or programs useful to the District. Such trips, if deemed necessary, shall always be made at District expense and approved by the Board at a public meeting.

3. Board members, their spouses, or campaign committees shall not solicit any vendor or any employee of this District to make contributions to any political campaign or testimonial.

4. Board members shall not solicit nor accept personal discounts on merchandise or services from individuals, firms, or business entities that the Board member has reason to believe are doing business with or seeking to do business with this District unless those discounts are available to the general public.

5. No Board member may recommend the services of any lawyer or law firm, architect or architectural firm, public relations firm, or any other person or firm, professional or otherwise, to assist in any transaction involving the District, unless the recommendation is made at a public meeting of the Board.

6. Board members are prohibited from acting as an agent or attorney for compensation for anyone in connection with any matter in which the District is interested for two (2) years after their Board service terminates.

F.S. 112.311
F.S. 112.313
F.S. 1001.42

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Legal F.S. 112.311
F.S. 112.313
F.S. 1001.42

0166 - **EXEMPT MEETINGS**

The School Board is committed to transparency and conducting its meetings in the public. However, certain meetings are exempt from Florida's Open Meetings laws. Examples of such meetings include, but are not limited to, the following:

A. all discussions between the Superintendent, or the Superintendent's representative, and the Board relative to collective bargaining (i.e. "Executive Sessions");

B. meetings between the Board, the Superintendent, and the Board's attorney to discuss pending litigation to which the Board is presently a party before a court or administrative agency (i.e. "Shade Meetings");

   Such meetings must meet the following conditions:

   1. The Board's attorney shall advise the Board at a public meeting that they desire advice concerning the litigation.

   2. The subject matter of the meeting shall be confined to settlement negotiations or strategy sessions related to litigation expenditures.

   3. The entire session shall be recorded by a certified court reporter. The reporter shall record the times of commencement and termination of the session, all discussion and proceedings, the names of all persons present at any time, and the names of all persons speaking. No portion of the session shall be off the record. The court reporter's notes shall be fully transcribed and filed with the Board's clerk within a reasonable time after the meeting.

   4. The Board shall give reasonable public notice of the time and date of the attorney-client session and the names of persons who will be attending the session. The session shall commence at an open meeting at which the persons chairing the meeting shall announce the commencement and estimated length of the attorney-client session and the names of the persons attending. At the conclusion of the attorney-client session, the meeting shall be reopened, and the Board chair shall announce the termination of the session.

   5. The transcript shall be made part of the public record upon conclusion of the litigation.

C. student expulsion hearings;

D. portions of any meeting relating directly to or that would reveal security and fire safety systems, including all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to or revealing such systems;

E. risk management sessions; and

F. any other meetings permitted to be exempt under Florida law.

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F.S. 255.065

F.S. 119.0725

F.S. 286.0113

F.S. 447.605

F.S. 768.28

F.S. 1006.07

Book	Policy Manual
Section	Vol. 24 No. 2 REVISED
Title	Copy of RELIGION IN THE CURRICULUM
Code	po2270 12/6/23
Status	
Adopted	June 27, 2017

2270 - **RELIGION IN THE CURRICULUM**

~~Based on the First Amendment protection from the establishment of religion in the schools, no devotional exercises or displays of a religious character will be permitted in the District in the conduct of any program or activity under the jurisdiction of the School Board.~~ Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may include as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The School Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the District. The Board directs that instructional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets.

Accordingly, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion.

No classroom teacher shall be prohibited from providing reasonable periods of time for programs of meditation upon a moral, philosophical, or patriotic theme. No student shall be required to participate in such programs or meditations if they are contrary to the religious convictions of the student or his/her parents or guardians.

See also Policy 8800 - *Religious and Other Ceremonies and Observances* and Policy 8805 - *Model Policy on Religious Expression in Public Schools.*

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Legal F.S. 1003.45

U.S. Consti. Amend. 1

2271 - ARTICULATION AND ACCESS TO FLORIDA COLLEGE SYSTEM INSTITUTIONS

Postsecondary Enrollment Programs

The School Board recognizes the value to students and to the District for students to participate in programs offered by accredited colleges and universities. The Superintendent will annually develop/revise articulation agreements jointly with postsecondary institutions to provide a comprehensive articulated acceleration program including, but not limited to, dual enrollment and early admission programs.

Students in grades 6 through 12 who meet eligibility criteria established under Florida law and by the State Board of Education may enroll in approved postsecondary programs while in attendance in the District. Secondary students participating in Career and Career Certificate Dual Enrollment will have the opportunity to earn industry certification. All Career Dual Enrollment courses under the Career Dual Enrollment Articulation Agreement will be weighted equally as Advanced Placement (AP) courses and will count towards high school graduation. (F.S. 1007.271(21)(c)) The District will pay for the cost of instructional materials for public high school students who are earning credit toward graduation under the dual enrollment program.

No minor student may participate without the written consent of their parent(s) and /or legal guardian(s).

Annually, all secondary school students and their parents shall be informed of the options available to students for all dual enrollment programs (as an educational option and mechanism for acceleration) and eligibility requirements.

Postsecondary institutions are responsible for assigning a letter grade for each student's work in their enrolled course. The District is responsible for posting dual enrollment course grades as assigned by the postsecondary institution to high school transcripts. The Superintendent shall also establish procedures for the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

The District may deny high school credit for any portion of postsecondary courses which are taken during the period of a student's expulsion. Any District student who is expelled is not eligible for enrollment or continuation in postsecondary courses during the period of expulsion except as determined by mutual agreement between the District and the college or university. A student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Early College Program

The Board, in conjunction with Florida College System institutions, shall establish one (1) or more early college-structured high school accelerated programs. When creating an early college program, the Board shall execute a contract with a local Florida College System institution that contains all the requirements set forth in F.S. 1007.273. The program shall be established a mutually agreeable location. Each contract must be executed by January 1st of each school year for implementation during the next school year.

The Board may execute a contract to establish an early college program with a State university or an institution that is eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program, that is a nonprofit independent college or university located and chartered in this State, and that is accredited an accrediting agency approved by the State Board of Education to grant baccalaureate degrees. Such university or institution must meet the requirements specified under F.S. 1007.273.

Students participating in an early college program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the District and the applicable Florida College System institution, State university, or other institution participating pursuant to State law. The performance contract shall include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

Potential Benefits, Risks, and Consequences of Participation in Postsecondary Programs

The potential benefits of participating in postsecondary programs include the following:

A. expanded curriculum offerings;

B. opportunities to study in more depth those areas of special interest or need;

C. opportunities to earn college credits while still in high school;

D. opportunities for financial support for taking college courses while still in high school; and

E. opportunities to experience college-level work and life prior to making final decisions about whether and/or where to attend college.

The potential risks of participation in postsecondary programs include the following:

A. increased student responsibility for learning because of less instructional guidance;

B. reduced opportunities to participate in high school co-curricular and extra-curricular activities;

C. increased financial obligations for tuition, books, materials, and fees, if college credit only is sought;

D. potential loss of after-school employment opportunities;

E. possible effect on grade point average and class standing;

F. possible delay of graduation;

G. increased time for travel, study, etc.; and

H. exposure to mature subject matter and materials, including those of a graphic, explicit, violent, or sexual nature that will not be modified because of the student's participation.

Career Pathways Agreements Between Career Centers and Florida College System Institutions

Any career center operated by the Board with a service area that overlaps with another career center operated by a Florida college system institution will enter into a career pathways agreement. The career pathways agreement will:

A. outline certificate program completion requirements and any licenses or industry certifications that must be earned before enrolling in an associate degree program;

B. specify that articulated college credit will be awarded in accordance with the agreement upon initial enrollment in the associate degree program;

C. guarantee college credit toward an aligned associate degree program for students who graduate from a career center with a career or technical certificate and meet specified requirements in accordance with the terms of the agreement;

D. specify that regional agreements may not award less credit than the amount guaranteed through existing statewide articulation agreements.

On or before May 1st of each year, the Board will submit its career pathways agreements to the FLDOE.

Revised 10/23/18
Revised 12/14/21
Revised 5/9/23
Revised 11/14/23

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F.S. 1007.233

F.S. 1007.27

F.S. 1007.271

F.S. 1007.273

F.S. 1008.44

F.A.C. 6A-10.024, Articulation Between and Among Universities, Florida Colleges and School Districts

Book	Policy Manual
Section	Vol. 24 No. 2 REVISED
Title	Copy of EXCEPTIONAL STUDENT EDUCATION
Code	po2460 12/6 23
Status	
Adopted	June 27, 2017
Last Revised	November 14, 2023

2460 - **EXCEPTIONAL STUDENT EDUCATION**

The School Board, as an expression of its commitment to provide a free, appropriate, public education for students with disabilities in accordance with State and Federal laws, rules, and regulations, shall develop and implement Special Programs and Procedures for Exceptional Students and the Manatee County Plan for Exceptional Student Education. These documents shall include at least the components listed below, shall provide administrative procedures for Exceptional Student Education Programs, and shall be revised when required by the Florida Department of Education (FLDOE), readopted, and submitted to the FLDOE.

A. Child Identification

The District will make ongoing efforts to identify, locate, and evaluate students below twenty-two (22) years of age, who reside within the District and have a confirmed or suspected disability in accordance with all Federal regulations and State standards.

B. Procedural Safeguards

A child with a disability and his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free, appropriate, public education to the student.

C. Multifactored Evaluation

A student may not be given special instruction or services as an exceptional student until after s/he has been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education.

The District will provide a multifactored evaluation for students with disabilities by ensuring that:

1. children are assessed in their native language or other mode of communication;
2. tests are used for their validated purposes;
3. children are evaluated in all areas related to their suspected disability;
4. testing is conducted by a multidisciplinary team;
5. testing materials and procedures are not racially or culturally biased;
6. tests are administered by trained personnel qualified in accordance with all Federal regulations and State standards;
7. tests are administered in conformance with the instructions provided by the producer;
8. medical evaluation, when required as part of the multifactored evaluation, shall be provided at no cost to the parent by a licensed physician designated by the Superintendent or his/her designee, when other no-cost

resources are not available.

The parent of an exceptional student evaluated and found eligible or ineligible shall be notified of each such evaluation and determination. Such notice shall contain a statement informing the parent that s/he is entitled to a due process hearing on the identification, evaluation, and eligibility determination or non-determination.

D. Individual Educational Plan

The District will develop an ~~individualized education program~~Individualized Education Program (IEP) for each child with a disability who needs special education and related services. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in meetings with the child's designated IEP Team. At the initial meeting of a student's IEP team, the District will provide parents with information about the amount of funding the District receives for each of the five (5) exceptional student education support levels for a full-time student.

Parents of the child shall be strongly encouraged to participate in all planning conferences and IEP Team meetings. The school will provide written notice of an IEP meeting to the parent at least ten (10) days before the meeting, indicating the purpose, time and location of the meeting and who, by title or position, will attend the meeting. The IEP Team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

The District will utilize FLDOE parental consent forms for the following actions in a student's IEP:

1. administer to the student an alternate assessment pursuant to F.S. 1008.22 and provide instruction in the State standards access points curriculum; and

2. place the student in an exceptional student education center.

The District will not implement a change as it relates to the actions described above in D.1. and D.2. without parental consent unless the District documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond, or the District obtains approval through a due process hearing.

The IEP will include the components listed in F.A.C. 6A-6.03028, *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*.

The child's IEP shall be reviewed and revised as often as necessary, but at least annually.

District personnel will collaborate with private instructional personnel who are hired or contracted by parents in compliance with F.S. 1003.572.

"Private instructional personnel" include only the following:

1. individuals certified under F.S. 393.17 or licensed under Chapter 490 or Chapter 491 for applied behavior analysis services as defined in F.S. 627.6686 and 641.31098;

2. registered behavior technicians who have a nationally recognized paraprofessional certification in behavior analysis and who practice under the supervision of individuals licensed under F.S. 393.17 or licensed under F.S. Chapter 490 or Chapter 491 by assisting such individuals in the provision of applied behavior analysis services;

   To provide services under this paragraph, a registered behavior technician must be employed by an enrolled provider asdescribed in Paragraph 1 above.

3. speech-language pathologists licensed under F.S. 468.1185;

4. occupational therapists licensed under part III of 379 Chapter 468;

5. physical therapists licensed under Chapter 486;

6. psychologists licensed under Chapter 490; and

7. clinical social workers licensed under Chapter 491.

Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel will be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting only if the following requirements are met:

1. the student's public instructional personnel and principal consent to the time and place; and

2. the private instructional personnel satisfy the requirements of F.S. 1012.32 or 1012.321.

E. Least Restrictive Environment

The education of students with disabilities will occur in the least restrictive environment through appropriate special education programs and services designed to meet the unique needs of each disabled student. District personnel will use the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are not disabled. Segregation of exceptional students will occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

F. Confidentiality of Data

The confidentiality of personally-identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction; one official of this District shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all Federal regulations and State standards related to the confidentiality of data. (See Policy 8330 - Student Records)

G. Due Process

The District will use procedures to allow differences of opinion between parents and this District or between agencies and this District, to be aired and resolved. The procedures shall provide for case conferences and impartial hearings on the District's proposal or refusal to initiate or change the identification, evaluation, eligibility, or educational placement of the child, or the provision of FAPE to the child.

The impartial hearings shall be conducted by an administrative law judge (ALJ) from the Florida Division of Administrative Hearings (DOAH) and shall be final. However, any party who does not agree with the findings and decision in the due process hearing, including a hearing relating to disciplinary procedures, has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction or in a district court of the United States without regard to the amount in dispute. In the alternative, in hearings conducted on behalf of a student who is identified as gifted, any party aggrieved by the decision of the ALJ has the right to request a review of the order by the District Court of Appeal as provided in F.S. 120.68.

During the pendency of a due process hearing or appellate proceeding regarding a due process complaint, the student shall remain in his/her current educational assignment, unless the parent and the Board otherwise agree. School personnel may, however, remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to forty-five (45) school days, if the student: 1) carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district; 2) knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school district.

H. Surrogate Parent

It shall be the policy of the District that whenever the parent or a person who acts in a parental role to a child with a disability or a child suspected of having a disability is determined to be legally unavailable, the child's rights shall be protected through the assignment of a surrogate parent. A surrogate parent means an individual appointed by the Superintendent and/or the court to act in place of a parent in educational decision making and in safeguarding a child's rights under the Individuals with Disabilities Education Act. The surrogate parent shall not be an employee of the Department of Education, the School District, a community-based care provider, the Department of Children and Family Services, or any other public or private agency involved in the education or care of the child. The surrogate parent shall meet all statutory requirements and attend the required training to be appointed. The Superintendent shall appoint a surrogate not more than thirty (30) days after the District determines a particular student is in need of a surrogate.

I. Testing Programs

In accordance with F.S. 1008.22(3), all students enrolled in public schools are required to participate in the Statewide standardized assessment program. The Florida Standards Alternate Assessments (FSAA) is designed for students whose participation in the general Statewide assessments is not appropriate, even with accommodations, and it implements the requirements of F.S. 1008.22.

The decision for a student with a disability to participate in the Statewide alternate assessment is made by the IEP team and recorded on the IEP. The following criteria must be met:

1. The student has a significant cognitive disability.

2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials the student requires modifications as defined in F.A.C. 6A-6.03411(1)(z) to the grade-level general State content standards pursuant to F.A.C. 6A-1.09401.

3. The parent must sign consent in accordance with F.A.C. 6A-6.0331(10).

Exceptional students with disabilities shall have access to testing sites.

A student for whom the IEP team determines that the Statewide standardized assessment cannot accurately measure the student's abilities, taking in to consideration all allowable accommodations, may have the Statewide mandated assessment requirement waived for the purpose of receiving a standard high school diploma. To be considered for a Statewide standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability as defined in F.S. 1007.02.

2. The student must have an IEP.

3. The student must have taken the Statewide standardized assessment with appropriate allowable accommodations at least once.

4. In accordance with F.S. 1008.22(3)(c)2., the IEP team must make a determination of whether a Statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team may meet at any time to verify that the criteria have been met and/or document the team's determination and information analyzed in making the decision.

Further, pursuant to State law, the IEP team may determine that end-of-course assessment cannot accurately measure the abilities of the student and may, therefore, waive the use of the results of the end-of-course assessment for purposes of determining the student's course grade and middle school promotion or award of high school credits.

F.S. 1008.212 establishes two (2) determinations that guide the IEP team in determining whether a student with a disability needs an extraordinary exemption from Statewide standardized assessments.

A student with a disability who has a circumstance, defined according to F.S. 1008.212, may be eligible for an extraordinary exemption from participation in the Statewide assessment. Circumstance is defined as a situation in which accommodations allowable on a Statewide standardized assessment are not offered to a student during the current year's assessment administration because of technological limitations in the testing administration program that lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by a Statewide standardized assessment.

A student with a disability who has a condition may be eligible for an extraordinary exemption from participation in the Statewide standardized assessment. A condition is defined according to F.S. 1008.212 to mean an impairment, whether recently acquired or longstanding, that affects a student's ability to communicate in modes deemed acceptable for Statewide standardized assessments, even if appropriate accommodations are provided. The impairment creates a situation in which the results of administration of a Statewide standardized assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the Statewide standardized assessment.

A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program in accordance with F.A.C. 6A-6.03020 is not, in and of itself, an adequate criterion for granting an extraordinary exemption.

A parent who disagrees with the Commissioner's denial of a requested extraordinary exemption may request an expedited hearing before DOAH pursuant to F.S. 1008.212.

J. Right to be Accompanied at Meetings Pertaining to Students with Disabilities

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of

their choice at a meeting with District personnel. Such meetings include, but are not limited to, meetings related to the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual education plan (IEP); the development of a 504 accommodation plan issued under Section 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the student's educational environment, discipline, or placement of a student with a disability.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend a meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents of students with disabilities or eligible students with disabilities on school grounds shall sign-in at the front office of such school as a guest.

Parents of students with disabilities, or eligible students with disabilities, and District personnel shall sign PEER Form "Meeting Participants", v.1415.2 at the meeting's conclusion which states whether or not any District personnel have prohibited, discouraged or attempted discourage the parents, or eligible student, from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

K. Early Literacy Skills for Retained Prekindergarten Students

A parent of a student with a disability who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program may retain their child in consultation with the student's IEP team. A student with an IEP who has been retained pursuant to this paragraph and has demonstrated a substantial deficiency in early literacy skills shall receive instruction from the District in early literacy skills.

L. Transfer of Parental Rights at Age of Majority

Unless an exception applies under the rules of the State Board of Education, when a student with a disability reaches the age of eighteen (18), the right of prior written notice is retained as a shared right of the parent and the student. All other parent rights under the IDEA then transfer to the student. At least one (1) year before the student reaches the age of eighteen (18), the Board will provide written notice of the transfer of parent rights and information about the ways in which the parent may continue to participate in educational decisions, including informed consent, power of attorney, guardian advocacy and guardianship.

Placement by the Department of Children and Family Services

After the Department of Children and Family Services provides written notification to the District that an exceptional student has been placed in a private residential care facility, the receiving school district shall, within ten (10) business days, review the student's (IEP) and shall:

A. provide educational instruction to the student;

B. contract with another provider to provide the educational instruction;

C. contract with the private residential care facility in which the student resides to provide the educational instruction; or

D. decline to provide or contract for educational instruction, in which case the school district in which the legal residence of the student is located shall provide or contract for the educational instruction of the student.

The Superintendent shall administer the local implementation of these State procedures, in accordance with State and Federal laws, rules, and regulations, which shall ensure fulfillment of this policy.

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F.S. 1001.41

F.S. 1001.42

F.S. 1002.20

F.S. 1003.01(3)

F.S. 1003.4156

F.S. 1003.57

F.S. 1003.5715

F.S. 1003.572

F.S. 1008.212

F.S. 1008.22

F.S. 1008.24

Statewide Assessment for Students with Disabilities, F.A.C. 6A-1.0943

Florida Alternate Assessment Requirements, F.A.C. 6A-1.09430

Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities, F.A.C. 6A-6.03028

Procedural Safeguards and Due Process Procedures for Parents and Students with Disabilities, F.A.C. 6A-6.03311

Procedural Safeguards for Exceptional Students Who Are Gifted, F.A.C. 6A-6.03313

Surrogate Parents, F.A.C. 6A-6.0333

Definitions, ESE Policies and Procedures, and ESE Administrators, F.A.C. 6A 6.03411

20 U.S.C. 1400 et seq.

20 U.S.C. 1401 et seq.

34 C.F.R. Part 300

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2623 - **STUDENT ASSESSMENT**

The School Board shall assess student achievement and needs in all program areas in compliance with the law and rules of the State Board of Education. The purpose will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District. Each student must participate in the Statewide standardized assessment program and the local assessment program as required by law.

Student performance data shall be used in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and assigning students to educational programs. The analysis of student performance data will identify strengths and needs in the educational program and trends over time, and be used in conjunction with budgetary planning and development of remediation programs.

The Board shall require the following:

A. mandatory participation by all eligible students as defined by State Board of Education rules;

B. Statewide assessments offered by the State be made available to all Florida Virtual School students in the District;

C. industry certification examinations, national assessments, and Statewide assessments be taken at the student's regularly assigned school unless an alternative site is mutually agreed to by the District and the Florida Virtual School or authorized contractor;

The school will notify FLVS of the date and time of the administration of each examination or assessment.

D. parents be informed of the testing program of the schools and of the Statewide, standardized tests or the local assessments that are to be administered to their children;

E. data regarding individual test scores on either the Statewide, standardized tests or the local assessments be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;

F. school and District test results will be reported to the public annually;

G. the Superintendent has procedures in place for the annual assessment of Kindergarten through 10th grade students on their reading proficiency and identify those students who are reading below grade level. S/He shall ensure that each student's teacher is involved in the assessment and in the identification of those students who are reading below grade level.

The school will notify the parent of each student who exhibits a deficiency in reading, shall consult with the parent in the development of a progress monitoring plan, and will provide intensive reading instruction to the student until the deficiency is corrected.

Statewide Standardized Assessment

The School District shall administer the Statewide, standardized tests to students at the grade levels and for the subjects at the times designated by the Florida Commissioner of Education. The Statewide standardized assessment program consists of Statewide, standardized comprehensive assessments, end-of-course (EOC) assessments, Kindergarten Readiness Screener, ACCESS for ELLs, and the Florida Standards Alternate Assessment.

A Statewide standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a Statewide standardized EOC assessment. A District-required local assessment may be used as the final cumulative examination for its associated course in accordance with Board policy.

Local Assessments

The District will provide a student's performance results on District-required local assessments to the student's teachers and parent within one (1) week after administering such assessments unless the superintendent determines in writing that extenuating circumstances exist and report the extenuating circumstances to the Board. Results will be made available through a web-based portal as part of the District's student information system and in a printed format upon request by a student's parent.

Local Assessment Committees

The Superintendent is authorized to convene local assessment committees to evaluate the assessments that are available to measure the performance of the District's students in all subjects and grade levels not measured by Statewide, standardized assessments, and to recommend to the Superintendent the assessment that would be most appropriate for the purpose required by State law. In so doing, these committees shall consider item banks, facilitating the sharing of developed tests with other school districts, acquiring assessments from State and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon State-adopted curriculum standards, as well as established protocols for Statewide, standardized assessments concerning administration, scoring, and security.

Upon approval of the Superintendent of the specific type of assessment to be used at each grade level and for each subject not measured by a Statewide, standardized assessment, these committees shall then be responsible for the selection and/or development of each specific assessment, the development of the protocols that will govern the administration of the assessment, the protocols to be used in the scoring of each local assessment, and any protocols necessary for test security. The committee shall also be responsible for recommending to the Superintendent the method for collecting assessment results.

During the development of the local assessment program, progress reports may be made to the Board about the work of the local assessment committees, and when development of the local assessment program for each grade level and subject area has not been completed.

The Superintendent may charge the local assessment committees with the responsibility of annually reviewing and analyzing the performance results of the students at each grade level or subject for which they developed the local assessment instrument.

The local assessment committee will also be responsible for analyzing the reliability and validity of the assessment instrument, and making revisions to the instrument, if need be. The Superintendent may provide technical assistance to the committees in determining the reliability and validity of the assessment instrument.

Scheduling of Assessments

A. The State establishes the schedules for the administration of any Statewide standardized assessments and the Board approves the schedules as an agenda item at a Board meeting. The District will publish the testing schedules on its website using the Department of Education's uniform calendar with the information required by State law.

   The Board will submit the schedules to the Department of Education by October 1st of each year. Each District will publish the schedules for Statewide, standardized assessments and District-required assessments on its website using the uniform calendar.

B. The Board will not schedule more than five percent (5%) of a student's total school hours in a school year to administer Statewide standardized assessments, the coordinated screening and progress monitoring system under F.S. 1008.25(8)(b)2., and District-required local assessments. The Board will secure written consent from a student's parent before administering District-required local assessments that, after applicable Statewide standardized assessments and coordinated screening and progress monitoring are scheduled, exceed the five percent (5%) test administration limit for that student. The five percent (5%) test administration limit for a student may be exceeded if necessary to provide test accommodations that are required by an IEP or are appropriate for an English language learner who is currently receiving services in the District's English language learner program.

Assessment Preparation

No school in this District may suspend the regular program of curricula to administer practice assessments or engage in other assessment-preparation activities for a Statewide standardized assessment. However, the Board authorizes schools to:

A. distribute to students sample assessment books and answer keys that are published by the Florida Department of Education;

B. provide individual instruction in assessment-taking strategies without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the Statewide assessment;

C. provide individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curriculum for a student who scores at Level 1 or Level 2 on a prior administration of the Statewide assessment or a student who, through a diagnostic assessment administered by the District is identified as having a deficiency in the content knowledge and skills assessed; and

D. administer a practice assessment or engage in other assessment preparation activities for the Statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the assessment items, and the assessment directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education.

Students with Disabilities

A. **Participation in Statewide Standardized Assessments with or without Accommodations**

All students with disabilities will participate in the Statewide standardized assessment program based on State standards, pursuant to F.A.C. 6A-1.09401, without accommodations unless the student's individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a Statewide standardized assessment.

"Accommodations" are defined as adjustments to the presentation of the Statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a Statewide standardized assessment to include amount of time for administration, settings for administration of a Statewide standardized assessment, and the use of assistive technology or devices to facilitate the student's participation in a Statewide standardized assessment. Accommodations that negate the validity of a Statewide standardized assessment are not allowable.

The provision of accommodations for students with disabilities shall be provided in accordance with section 4 (a) through (e) of F.A.C. 6A-1.0943 and applicable State and Federal laws.

B. **Florida Standards Alternate Assessment**

A student with a disability, as defined in F.S. 1007.02(2), for whom the IEP Team determines that the Statewide standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such a waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

The alternative assessment program is designed for a student with a significant cognitive disability and includes the Florida Standards Alternate Assessment (FSAA) - Performance Task and the FSAA - datafolio assessments. The decisions of whether a student is eligible to participate in the alternative assessment program and whether the student should participate in the FSAA - Performance Tax or FSAA - datafolio assessments is determined by the student's IEP team and delineated on the student's IEP. Such determination must be in accordance with the criteria set forth in Florida law including, but not limited to, F.A.C. 6A-1.0943 and 6A-1.09430.

C. **Extraordinary Exemptions**

A student with a disability for whom the IEP team determines is prevented by a circumstance or condition, as those terms are defined in F.S. 1008.212, from physically demonstrating the mastery of skills that have been acquired and are measured by the Statewide standardized assessment, a Statewide standardized end-of-course assessment, or an alternate assessment pursuant to F.S. 1008.22(3)(c) shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability or the receipt

of services through the homebound or hospitalized program is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

Once an IEP Team determines that a student with a disability is prevented by a "circumstance" or "condition" as defined in F.S. 1008.212 from physically demonstrating the mastery of skills that have been acquired and are measured by the Statewide standardized assessment, a Statewide standardized end-of-course assessment, or an alternate assessment under F.S. 1008.22(3)(c), the IEP Team, which must include the parent, may submit to the superintendent a written request for an extraordinary exemption from the administration of the assessment pursuant to F.S. 1008.212.

The written request for an extraordinary exemption may be made at any time during the school year but not later than sixty (60) days before the first day of the administration window of the assessment for which the request is made. The request must include the following information:

1. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.
2. Written documentation of the most recent evaluation data.
3. Written documentation, if available, of the most recent administration of Statewide standardized assessments.
4. A written description of the circumstances or conditions, as defined above, effect on the student's participation in Statewide standardized assessments.
5. Written evidence that the student has had an opportunity to learn the skills being tested.
6. Written evidence that the student has been provided appropriate instructional accommodations.
7. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of a Statewide standardized assessment.
8. Written evidence of the circumstance or condition as defined above.
9. The name, address, and phone number of the student's parent.

The superintendent will recommend to the Commissioner of Education whether the request should be granted or denied, and the Commissioner will grant or deny the requested exemption within thirty (30) calendar days of receipt of the superintendent's request. A copy of the District's procedural safeguards as required in F.A.C. 6A-6.03311 shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent.

D. **Exemption Options for Students with a Medical Complexity**

In addition to the exemption option available under F.S. 1008.212, a student with a medical complexity as defined in F.S. 1008.22 may be exempt from participating in Statewide standardized assessments, including the Florida Alternate Assessment. If a parent consents in writing and the student's IEP team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of medical complexity, the parent may select from the assessment exemption options set forth in F.S. 1008.22.

Test Administration and Security

The ~~District~~Board may contract with qualified contractors to administer and proctor Statewide standardized assessments or local assessments required under State law. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to State law to implement these contracting requirements.

~~The District may use District~~Board employees, such as education paraprofessionals, licensed, certified instructors, or education services officer test administrators as described in F.S. 1008.213 may ~~to~~ administer and proctor Statewide, standardized assessments or assessments associated with Florida approved ~~course~~courses under F.S. 1003.499. ~~District employees~~All test administrators and proctors for the Statewide assessments will be trained according to rules of the State Board of Education before performing such duties.

Board employees who are involved in handling, administering, proctoring or scoring of tests shall not:

A. reveal, copy or otherwise reproduce tests or individual test questions, except as authorized;

B. assist examinees in answering test questions by any means;

C. interfere with examinees' answers;

D. give answer keys to examinees or any unauthorized person.

Board employees who are involved in administering or proctoring tests, or who teach or otherwise prepare examinees, shall not participate in, direct, aid, or counsel, assist in, or encourage any activity that could result in the inaccurate measurement or reporting of the examinees' achievement.

The Board shall take appropriate and necessary actions against any employee who knowingly and willfully violates test security rules adopted by the FLDOE for any Statewide standardized assessments.

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F.S. 1002.37
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F.S. 1008.24
F.S. 1008.25
F.A.C 6A-1.09422
F.A.C. 6A-1.0943
F.A.C. 6A-1.09430
F.A.C. 6A-1.09431
F.A.C. 6A-1.09432

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Revised Policy - Vol. 24, No. 2

5111.01 - **HOMELESS STUDENTS**

Definitions

Children and youth who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) (including a public preschool education) in the same manner as all other students of the District and other services needed to provide equal opportunity to meet the same challenging State academic standards to which all students are held. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the protected classes (Policy 2260 - *Nondiscrimination and Access to Equal Educational Opportunity*).

This policy and AP 5111.01, *Homeless Students (Role of the Liaison)*, are designed to identify students experiencing homelessness and to refer such students and their families for services available through the McKinney-Vento Act and services provided by local community social service entities.

Definitions

"Students experiencing homelessness" pursuant to State law means individuals who lack a fixed, regular, and adequate nighttime residence (as defined in 42 U.S.C. Section 11432) and include children and youth who meet any of the following criteria:

A. children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

B. children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

C. children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

D. migratory children who are living in circumstances described in A through C above.

"Unaccompanied homeless youth" means a child or youth whose living arrangement qualifies as homeless under the definitions above and who is not in the physical custody of a parent or guardian.

~~**NOTE:**~~ According to ~~nonregulatory~~non-regulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see *Education for Homeless Children and Youth Programs, Non-Regulatory Guidance,* U.S. Department of Education (ED), for factors to consider when determining whether a child or youth is living in "substandard housing". For purposes of whether a child or youth resides in "substandard housing," the District may

consider whether the setting in which the family, child, or youth is living lacks one (1) of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or a working toilet; or may present unreasonable dangers to adults, children, or persons with disabilities.

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth and not in the physical custody of a parent or guardian. Under State law an unaccompanied homeless youth who is sixteen (16) years of age or older and found to be an unaccompanied homeless youth eligible for services under Federal law shall be issued a certificate by the District's McKinney-Vento Liaison on District letterhead documenting their status which is to be accepted by medical providers and the courts.

Additionally, pursuant to Federal and State law, children or youth who are experiencing homelessness also include migratory children who are living in circumstances described in A-D above.

Questionnaire(s)

The District shall create and utilize a student housing questionnaire(s) to be used in all public schools, including charter schools, to identify students who are experiencing homelessness and who may be eligible for ~~serivces~~services under the McKinney-Vento Act. The following requirements apply:

A. A student housing questionnaire must be provided to parents, guardians, and unaccompanied homeless youth at least once annually and whenever there is evidence that a student may be experiencing homelessness throughout the school year.

B. A student housing questionnaire must be included in the annual school enrollment packet.

C. A student housing questionnaire may be distributed or returned electronically, but it must be available in hard copy, if requested.

Beginning July 1, 2024, any student housing questionnaire will prominently explain that the purpose of the form is to identify students and families who may be eligible for services in the school or local community. In addition, the questionnaire will request the following information:

A. student's name (first name, middle initial, last name);

B. student's birth date;

C. student's school and grade;

D. names, birthdates, school, and grade for each additional child or youth in the household;

E. parent's or guardian's name;

F. street address;

G. length of time at current address;

H. former address;

I. parent's, guardian's, or unaccompanied homeless youth's phone number;

J. parent's, guardian's, or unaccompanied homeless youth's signature and date of signature;

K. selection of nighttime residence type, using the residences defined in the "Homeless Student, PK-12" data element in F.A.C. 6A-1.0014;

L. selection if the student is an unaccompanied homeless youth, as defined in 42 U.S.C. Section 11434(a)(6);

M. selection of homelessness cause, using the causes defined in the "Homelessness Cause" data element in F.A.C. 6A-1.0014.

Services to Homeless Children and Youth

The District will provide services to homeless students that are comparable to other students in the District, including:

A. transportation services (Policy 8600 - *Transportation*);

B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:

1. programs for children with disabilities (Policy 2460 - *Exceptional Student Education*)

2. programs for English learners (ELs) (i.e., students with Limited English Proficiency (LEP)) (Policy 5780 - *Student/Parent Rights*);

3. programs in career and technical education (Policy 2421 - *Career and Technical Education*);

4. programs for gifted and talented students (Policy 2460 - *Exceptional Student Education*; Policy 5780 - *Student/Parent Rights*);

5. school nutrition programs(Policy 5335.01 - *Diet Modifications*; Policy 8500 - *Food Service Program*; Policy 8510 - *Wellness*; Policy 8531 - *Free and Reduced-Price Meals*);

6. before - and after-school programs (**( )** Policy 2262V1 - *Latchkey Program*; **( )** Policy 2262V2 - *School-Age Child Care*); and

7. Title I programs (Policy 2261 - *Title I Services*; Policy 2261.01 - *Parent Participation in Title I Programs*; Policy 2261.02 - *Title I - Parents' Right to Know*).

The Superintendent will appoint a McKinney-Vento Liaison who will perform the duties as assigned by the Superintendent, including those required under F.A.C. 6A-10.088. Additionally, the Liaison will:

A. coordinate District programs;

B. collaborate with other school districts, community services providers, and organizations, including:

1. local social services and other community agencies to provide support to homeless students and their families;

2. other school districts regarding homeless student-related transportation, transfer of school records, and other inter-District activities as needed; and

3. housing authorities.

C. collaborate with the State Coordinator for the Education of Homeless Children and Youth and school personnel responsible for the provision of education and related services to homeless children and youths, including exceptional student education needs. For more information on the role of the Liaison, refer to AP 5111.01.

Unaccompanied homeless high school youth will receive counseling to prepare and improve their readiness for postsecondary education.

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. An "eligible school" is the school of origin, the school zoned for the address where the student is temporarily residing, or another school which students residing in that attendance zone are eligible to attend. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year and continued to receive all McKinney-Vento Act benefits; or

B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth, or the family of the child or youth, is actually living are eligible to attend.

When determining a child or youth's best interest, the District must assume that keeping the homeless student in the school of origin is in that student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or the student if they are an unaccompanied youth. The school of origin is the school the student attended when permanently housed or the school at which the student was last enrolled, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. Enroll and enrollment include attending classes and participating fully in school activities. If a school other than the student's school of origin is chosen on the basis of a best interest determination, the homeless student must be immediately enrolled, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate, or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness, fails to meet uniform or dress code requirements, or has outstanding fines or fees. Students must be provided appropriate credit for full or partial coursework satisfactorily completed by homeless children and youth while attending a prior school.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the Liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, it shall be the District's responsibility to make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extra-curricular activities for which they meet relevant eligibility criteria, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available).

Transportation

The District shall promptly provide homeless students with transportation services that are comparable to those available to non-homeless students. At the request of the parent or guardian, or the liaison in the case of an unaccompanied youth, the District shall provide, or arrange for, transportation to and from the student's school of origin.

A. If the homeless student continues to live in the District, transportation shall be provided, or the District shall arrange for the student's transportation, to/from their school of origin.

B. If the homeless student resides in another school district, but the best interest determination is that the student should continue their education at the school of origin in the District, the District and the school district in which the student now resides shall agree upon a method to equitably apportion responsibility and costs for transportation to the school of origin.

   If there is not agreement, the District shall assume responsibility to transport the student from the district of residence to the school of origin in the District. Since Federal law requires that the responsibility and costs to be shared equally, the district of residence shall be invoiced for their share of the cost for transportation.

C. If the homeless student resides in the District, but the best interest determination is that the student should continue their education at the school of origin in another district, the District and the school district in which the student's school of origin is located shall agree upon a method to equitably apportion responsibility and costs for

transportation to the school of origin.

If there is no agreement, the District shall assume responsibility to transport the student to the school of origin in the other district. Since Federal law requires the responsibility and costs for transportation services to be shared equally, the district in which the school or origin is located shall be invoiced for their share of the cost for transportation.

D. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The mode of transportation shall be determined in consultation with the parent or guardian and shall be based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. Until the Districts reach agreement, the responsibility and costs for transportation shall be shared equally costs for transportation are to be shared equally.

If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both states should try to arrange an agreement for the districts.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State's procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to Federal and State law, State Board rule, and this policy, the District will provide the parent, guardian, or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the District, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including the following:

A. a description of the proposed or refused action by the school;

B. an explanation of why the action is proposed or refused;

C. a description of other options the school considered and why those options were rejected;

D. a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources; and

E. an appropriate timeline to ensure deadlines are not missed.

The District's notice and written explanation shall include contact information for the Liaison and the State Coordinator, and a brief description of the roles of each. The District's notice and written explanation shall also inform the parent, guardian, or unaccompanied youth that the Liaison is responsible for providing information describing the State-level dispute resolution process and distributing the appropriate forms to all parties wanting to file an appeal.

To initiate the State-level appeals process, within ten (10) working days after receiving written notification of the District-level or inter-district decision, the parent, guardian, or unaccompanied youth may file an appeal with the Liaison, who must provide it to FLDOE. Upon receipt of an appeal, the Liaison is required to notify FLDOE of the State-level appeal and provide that appeal to the FLDOE. The local liaison also must log incidents of State-level appeals in the FLDOE Online Dispute Resolution Tracking System.

The FLDOE and the Commissioner of Education will render a decision on any appeal and provide a copy of such decision to the parties.

All decisions and notices shall be drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities.

For children and youth and/or parents or guardians who are English learners or whose dominate language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws.

The District will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the District. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a homeless child attending preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the District moves to another district that does not provide widely available or universal preschool.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information, is held confidential, and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in AP 5111.01, AP 8330, and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Annual and Other Reporting Requirements

By August 1st of each year, the District will submit the Florida McKinney-Vento Program District Contact Directory and Listserve Update utilizing the appropriate FLDOE form. The District will also report information on students experiencing homelessness to the FLDOE during the survey periods and use the elements set forth in F.A.C. 6A-1.0014.

The School District will notify the Florida McKinney-Vento Program within ten (10) school days of a change in assignment of or contact information for the District liaison.

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Legal F.S. 743.067

F.S. 1003.01

F.S. 1003.21

F.S. 1003.22

F.S. 1009.21

F.S. 1009.25

F.A.C. 6A-10.088

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5780 - **STUDENT/PARENT RIGHTS**

The School Board recognizes that students possess not only the right to an education but the rights of citizenship as well. Federal and State law prohibits the Board from adopting any policy or rule, or from entering into any agreement, that infringes upon or waives the rights of freedoms afforded to students by the United States Constitution.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. The District shall, at the same time, guarantee that no student is deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant to the rights guaranteed to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the procedures and rules of the District.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with school rules.

All K-12 students in Florida are entitled to a uniform, safe, secure, efficient, and high-quality system of education, one that allows students the opportunity to obtain a high-quality education. Parents are responsible to ready their children for school; however, neither the State of Florida nor the District can be a guarantor of any individual student's success.

Parental Access at School

Each parent has the right to pick-up, visit, and meet with his/her student at school, without interference of or the need for consent from the other parent, unless the school has received a certified copy of an enforceable court order that provides to the contrary. The Principal may restrict the times, location, frequency, and length of parent visitations at school, based on legitimate pedagogical or scheduling reasons. The District will abide by enforceable "no contact orders" which have been provided to the school.

Educational Decisions

Both parents have an equal right to make decisions about the education and welfare of their student unless the school has received a certified copy of an enforceable court order that specifies that one of the parents, or someone else, has the sole right to make educational and/or general welfare decisions for the student.

If the parents cannot agree on a significant decision about the student's education or on matters affecting the health, safety, or welfare of the student, the school will take action based on what it considers to be in the best interests of the child.

Attendance

A. Termination of Enrollment

A student who attains the age of sixteen (16) years during the school year has the right to file a formal declaration

of intent to terminate school enrollment if the declaration is signed by the parent. The parent has the right to be notified by the District of its receipt of the student's declaration of intent to terminate school enrollment.

B. Married or Pregnant

Students who become or have become married or who are pregnant and parenting have the right to attend school and receive the same or equivalent educational instruction as other students.

C. Compulsory Attendance

Parents of students who have attained the age of six (6) years by February 1st of any school year but who have not attained the age of sixteen (16) years must comply with the compulsory school attendance laws. Parents have the option to comply with the school attendance laws by attendance of the student in a public school; a parochial, religious, or denominational school; a private school; a home education program; or a private tutoring program. (see also Policy 5112 - Entrance Requirements)

D. Absence for Religious Purposes

A parent of a student may request and be granted permission for absence of the student from school for religious instruction or religious holidays. (see also Policy 5225 - Absences for Religious Holidays)

E. Dropout Prevention and Academic Intervention Programs

The parent of a student has the right to receive written notice by certified mail at least five (5) days before a student is initially enrolled in, or at least five (5) days before a student initially receives services under ~~prior to placement of the student in~~ a dropout prevention and academic intervention program. The parent will be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement. Thereafter, the parent must be notified annually. The notification must be in the parent's primary language or other mode of communication commonly used by the parent unless clearly not feasible pursuant to F.A.C. 6A-6.0908.

F. Absence for Treatment of Autism Spectrum Disorder

A parent of a student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Health Issues

A. Notice of Health Care Services

At the beginning of the school year, the District will provide notice to parents of all health care services offered at their student's school and of the option to withhold consent to or decline any specific service. Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the District will provide the questionnaire or form to the parent and obtain the permission of the parent.

B. School-Entry Health Examinations

The parent of any student shall be exempt from the requirement of a health examination upon written request stating objections on religious grounds. (see also Policy 5112 - Entrance Requirements)

C. Immunizations

The parent of any student shall be exempt from the school immunization requirements upon meeting any of the specified exemptions. (see also Policy 5320 - Immunizations and Policy 5112 - Entrance Requirements)

D. Biological Experiments

Parents may request that their child be excused from performing surgery or dissection in biological science classes.

E. Reproductive Health and Disease Education

A public school student whose parent makes written request to the school Principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS.

F. Contraceptive Services to Students

Students may not be referred to or offered contraceptive services at school facilities without the parent's consent.

G. Career Education Courses Involving Hazardous Substances

High school students must be given plano safety glasses or devices in career education courses involving the use of hazardous substances likely to cause eye injury.

H. Substance Abuse Reports

The parent of a student must be timely notified of any verified report of a substance abuse violation by the student.

I. Inhaler Use

Asthmatic students whose parent and physician provide their approval to the school Principal may carry a metered dose inhaler on their person while in school. The school Principal shall be provided a copy of the parent's and physician's approval. (see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

J. Epinephrine Use and Supply

A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with written parental and physician authorization.

The School District shall be indemnified by the parent of a student who is authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this policy.

The District and its employees and agents, including the physician who provides the standing protocol for school epinephrine auto-injectors, are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

1. unless the trained school personnel's action is willful and wanton;

2. notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the School District is not liable; and

3. regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician's assistant, or advanced registered nurse practitioner.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

K. Diabetes Management

The District may not assign a student who has diabetes to a particular school on the basis that the student has diabetes, that the school does not have a full-time school nurse, or that the school does not have trained diabetes personnel.

Diabetic students whose parent and physician provide their written authorization to the school Principal may carry diabetic supplies and equipment on their person and attend to the management and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education rule. The written authorization shall identify the diabetic supplies and equipment that the student is authorized to carry and shall describe the activities the child is capable of performing without assistance, such as performing blood-glucose level checks and urine ketone testing, administering insulin through the insulin-delivery system used by the student, and treating hypoglycemia and hyperglycemia.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to carry diabetic supplies or equipment for any and all liability with respect to the student's use of such supplies and equipment pursuant to this policy.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

L. Use of Prescribed Pancreatic Enzyme Supplements

A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, IF the school has been provided with written authorization from the student's parent and prescribing practitioner.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to use prescribed pancreatic enzyme supplements for any and all liability with respect to the student's use of the supplements under this policy.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

M. Involuntary Examinations of Students

Before a Principal contacts a law enforcement officer for possible removal of a student from school for involuntary examination, the Principal must verify that the school has used de-escalation strategies and initiated outreach to a mobile response team, unless the Principal reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.

The Principal shall make a reasonable attempt to notify a parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463. Reasonable attempt to notify means the exercise of reasonable diligence and care by the Principal to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the Principal must take the following actions:

1. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student;

2. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

The Principal who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

The Principal may delay the required notification for no more than twenty-four (24) hours after a student is removed if:

1. the Principal deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect. (see also Policy 2410 - School Health Services); or

2. the Principal reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

M. Sun-protective Measures in School

A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use to limit ultraviolet light-induced skin damage.

N. Face Covering and Quarantine Mandates in Response to COVID-19

Neither the Board nor any agent or employee of the Board may:

1. require a student to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose. However, a parent, at the parent's sole discretion, may allow his/her child to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose;

   This prohibition does not apply to safety equipment required as part of a course of study consistent with occupational or laboratory safety requirements.

2. prohibit a student from attending school or school-sponsored activities, prohibit a student being on school property, or subject a student to restrictions or disparate treatment, based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19.

O. Naloxone Use and Supply

Schools may purchase a supply of the opioid antagonist naloxone from a wholesale distributor as defined in F.S. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in F.S. 499.003 for naloxone at fair-market, free, or reduced prices for use in the event that a student has an opioid overdose. The naloxone must be maintained in a secure location on the school's premises.

P. Medication to Relieve Headaches

A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event/activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.

Discipline

A. Suspension

A student may be suspended only as provided by policy of the District. A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within twenty-four (24) hours to the parent by United States mail. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension.

A student with a disability may only be recommended for suspension or expulsion in accordance with State Board of Education rules.

B. Expulsion

Public school students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process.

Safety

Students who have been victims of certain felony offenses by other students, as well as the siblings of the student victims, have the right to be kept separated from the student offender, both at school and during school transportation.

Educational Choice

A. Public School Choices

Parents may seek whatever public school options are applicable and available to students in the School District.

Options also include the public educational choice options of the Hope Scholarship Program (see Policy 2371 - Hope Scholarships), the Opportunity Scholarship Program, the McKay Scholarships for Students with Disabilities Program, the Family Empowerment Scholarship Program, and the Florida Tax Credit Scholarship Program. (see also Policy 2370.01 - Virtual Instruction, and Policy 5113 - School Choice Options Provided by Federal Law)

B. Parental/Other School Choices

Parents may seek private educational choices.

All requests for a student to be transferred to another classroom teacher shall be considered by the Principal. Within two (2) weeks of receiving a completed Form 5780 F3, the Principal shall notify the parent in writing as to whether the request is approved or denied.

If an in-field teacher for the student's course and grade level is employed by the school and the transfer would not violate maximum class size requirements, the request shall be approved. The student shall be transferred no later than two (2) weeks from the date Form 5780 F3 is received.

If denied, the Principal shall specify the reasons for the denial.

C. New Worlds Scholarships

The parent of a student in kindergarten through grade 5 who (1) has a substantial reading deficiency identified under F.S. 1008.25(5)(a) or scored below a Level 3 on the Statewide, standardized English Language Arts (ELA) assessment in the prior school year or (2) has a substantial deficiency in mathematics or the characteristics of dyscalculia as identified under F.S. 1008.25 or scored below a Level 3 on the Statewide, standardized Mathematics assessment in the prior school year may seek a reading scholarship in accordance with State law.

By September 30th of each year, the District will notify the parent of each eligible student in kindergarten through grade 5 who has a substantial reading deficiency identified under F.S. 1008.25(5)(a) or scored below a Level 3 on the Statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

D. Request to Transfer to Different Classroom Teacher

Although parents do not have a right to choose a specific classroom teacher, parents may request that their child be transferred to a different classroom teacher. As part of the request, the parent must state with specificity the grounds supporting the request. Requests must be in writing and provided to the School Principal.

All requests for a student to be transferred to another classroom teacher shall be considered by the Principal or his/her designee. Within two (2) weeks of receiving a request , the Principal shall notify the parent in writing as to whether the request is approved or denied. If denied, the Principal or his/her designee shall specify the reasons for the denial.

ACCEL Options

Parents may request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including whole grade promotion, midyear promotion or subject matter acceleration. If the parent selects one of these ACCEL options and the student meets eligibility and procedural requirements in the student progression plan, the student will have the opportunity to participate in the ACCEL option.

Nondiscrimination

All education programs, activities, and opportunities offered by the District are available without discrimination on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), color, ethnicity, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (collectively, "protected classes"). (see also Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity and Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability)

Exceptional Students

Parents may enroll their eligible child in gifted or special education. (See also Policy 2460 - Exceptional Student Education)

A. Notice and Due Process

Parents of students with disabilities and parents of students in residential care facilities are entitled to notice and due process. (see also Policy 2460 - Exceptional Student Education)

B. Graduation

Students with disabilities are provided the opportunity to meet the graduation requirements for a standard high school diploma. Certain students with disabilities may be awarded a special diploma upon high school graduation. (see also Policy 2623 - Student Assessment)

C. Meetings with District Personnel

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at any meeting with District personnel.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend any meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents or eligible students on school grounds shall sign-in at the front office of such school as a guest.

Parents, or eligible students, and District personnel shall sign a form at the meeting's conclusion which states whether or not any District personnel have prohibited, discouraged, or attempted to discourage the parents, or

eligible student from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

Blind Students

Students who are blind have the right to an individualized written education program and appropriate instructional materials to attain literacy.

Limited English Proficient Students

Limited English proficient students have the right to receive English for Speakers of Other Languages (ESOL) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible. The students' parents have the right of parental involvement in the ESOL program.

Students with ~~Substantial~~ Reading ~~and/or Mathematics~~ Deficiencies

Each elementary school shall regularly assess the reading ability of each K-3 student. The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a progress monitoring plan; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

~~In accordance with F.S. 1008.25 parent of (1) any K-3 student who exhibits a substantial reading deficiency or the characteristics of dyslexia or (2) any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia shall immediately be provided written notification and monthly progress reprots as required in F.S. 1008.25.~~

Students with Substantial Math Deficiencies

The parent of any K-4 student who exhibits a substantial deficiency in mathematics will be notified that the child has been identified as having a deficiency, with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics; a description of current services provided to the child; a description of proposed intensive interventions and supports that will be provided to remediate the identified area of math deficiency; and strategies through a home-based plan the parent can use in helping the child succeed in mathematics, including resources in an electronic format.

Pledge of Allegiance

A student will be excused from reciting the Pledge of Allegiance or the Declaration of Independence, upon written request by the student's parent, in accordance with State law. See also Policy 8800, Religious/Patriotic Ceremonies and Observances.

Student Records

A. Each parent has an equal right of access, right to waive access, right to challenge and hearing and right of privacy in the education records of his or her student who is a minor or a dependent adult pursuant to law, unless the school has received a certified copy of an enforceable court order that provides to the contrary.

B. A student is not required to provide his/her social security number as a condition for enrollment or graduation.

C. The school will not collect, obtain or retain information on the political affiliation, voting history, religious affiliation or biometric information of a student, parent or siblings.

Student Report Cards

Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.

Student Progress Reports

Parents shall be informed at regular intervals of the academic progress and other needed information regarding their child, including ways they can help their child to succeed in school.

Student Accountability and School Improvement Rating Reports

Parents of public school students are entitled to an easy-to-read report card about the school's grade designation or, if applicable, school's improvement rating, and the school's accountability report, including the school financial report.

High School Athletics

A. Eligibility

A student is eligible in the school in which s/he first enrolls each school year, the school in which the student makes himself/ herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred with approval of the Board, in accordance with State law.

B. Medical Evaluation

Students must satisfactorily pass a medical evaluation each year before participating in athletics, unless the parent objects in writing based on religious tenets or practices, in accordance with State law.

Extra-Curricular Activities

A. Eligibility

Students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities. (see also Policy 2430 - District-Sponsored Clubs and Activities)

B. Home Education Students

Home education students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies, or may develop an agreement to participate at a private school.

C. Charter School Students

Charter school students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the school to which the student would be assigned or could choose to attend according to Board policies unless such activity is provided by the student's charter school.

D. Florida Virtual School Full-Time Students

Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies.

Instructional Materials

A. Core Courses

Each student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature.

B. Curricular Objectives

The parent of each student has the right to receive effective communication from the school Principal as to the manner in which instructional materials are used to implement the school's curricular objectives.

C. Sale of Instructional Materials

Upon request of the parent of a student, the Principal will sell to the parent any instructional materials used in the school.

D. Dual Enrollment Students

Instructional materials purchased by the District or a Florida College System institution board of trustees on behalf of

dual enrollment students is available to the dual enrollment students free of charge.

E. Parent Access to Instructional Materials

Parents have the ability to access their child's instructional materials and may object to the use of a specific instructional material or contest the adoption of instructional material (See Policy 2520, Selection and Adoption of Instructional Materials).

Juvenile Justice Programs

Students who are in juvenile justice programs have the right to receive educational programs and services, in accordance with State law.

Parental Input and Meetings

A. Meetings with School District Personnel

Parents may be accompanied by another adult of their choice at a meeting with School District personnel.

B. District Educational Facilities Program

Parents and other members of the public have the right to receive proper public notice and opportunity for public comment regarding the District's educational facilities work program, in accordance with State law.

C. Parent-Teacher Associations and Organizations

Parents have the right to participate in parent-teacher associations and organizations that are sanctioned by the Board or by the Florida Department of Education.

Transportation

A. Transportation to School

Students are provided transportation to school in accordance with the provisions of State law. (see also Policy 8600 - Transportation)

B. Hazardous Walking Conditions

Students in grades K-6 are provided transportation if they are subjected to hazardous walking conditions, in accordance with State law.

C. Parental Consent

Each parent of a public school student must be notified in writing and give written consent before the student may be transported in a privately owned motor vehicle to a school function in accordance with State law. (see also Policy 8660 - Transporting Students by Private Vehicles)

Orderly, Disciplined Classrooms

Students will be in orderly, disciplined classrooms conducive to learning without the distraction caused by disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students. (see also Policy 5600 - Student Discipline)

Economic Security Report

Prior to registration, each middle school and high school student or the student's parent will be provided a two (2) page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes and electronic access to the report.

Safe Schools

Parents of District students will be timely notified pursuant to procedures adopted by the Superintendent of threats and the following unlawful acts or significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities:

A. Weapons possession or use when there is intended harm toward another person;

B. Murder, homicide, or manslaughter;

C. Sex offenses, including rape, sexual assault or sexual misconduct with a student by school personnel;

D. Natural emergencies, including hurricanes, tornadoes, and severe storms.

E. Exposure as a result of a manmade emergency.

Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9).

Parental Notification of Arrests of Employees

Notwithstanding F.S. 1012.31(3)(a)1 and 1012.796(4), within twenty-four (24) hours after a law enforcement agency provides the Superintendent with written notification pursuant to F.S. 1012.797 that a District employee has been arrested for a felony or a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance, the Principal shall notify parents of enrolled students who had direct contact with the employee and include, at a minimum, the name and specific charges against the employee.

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Legal

F.S. 39.201
F.S. 381.0056
F.S. 394.463
F.S. 1000.05
F.S. 1002.20
F.S. 1002.22
F.S. 1002.385
F.S. 1002.39
F.S. 1002.394
F.S. 1002.395
F.S. 1002.40
F.S. 1002.41
F.A.C. 6A-6.0521
F.S. 1002.411
F.S. 1002.43
F.S. 1003.01(13)
F.S. 1003.02
F.S. 1003.21
F.S. 1003.22
F.S. 1003.3101
F.S. 1003.32
F.S. 1003.42
F.S. 1003.44
F.S. 1003.4505
F.S. 1003.47
F.S. 1003.52
F.S. 1003.53

F.S. 1003.55
F.S. 1003.56
F.S. 1003.57
F.S. 1003.58
F.S. 1006.062(7)
F.S. 1006.09
F.S. 1006.13
F.S. 1006.15
F.S. 1006.20
F.S. 1006.21
F.S. 1006.22
F.S. 1006.23
F.S. 1006.28
F.S. 1006.40
F.S. 1007.271
F.S. 1008.22
F.S. 1008.25
F.S. 1008.386
F.S. 1012.42
F.S. Chapter 1014
F.A.C. 6A-6.0521

8330 - **STUDENT RECORDS**

In order to provide appropriate educational services and programming, the School Board must collect, retain, and use information about students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Definitions

A. "Education records" means records that are directly related to a student and that are maintained by the District or a party acting for or on behalf of the District, as defined in 20 U.S.C. Section 1232g(a)(4).

B. "Eligible student" refers to students who are eighteen (18) years of age or older, or who are enrolled in a postsecondary institution, regardless of age.

C. "Online educational service" means computer software, mobile applications (apps), and web-based tools that students or parents are required to use and access through the internet and as part of a school activity or function. Examples include online services that students or parents use to access class readings, assignments, or videos, to view learning progression, or to complete assignments. This does not include online services that students or parents may use in their personal capacity or to online services that districts or schools may use to which students or parents do not have access, such as a district student information system.

D. "Parent" or "parents" includes parents or guardians of students who are or have been in attendance at a school or institution.

E. "Personally identifiable information" or "PII" means information that can be used to distinguish or trace a student's identity either directly or indirectly through linkages with other information, as defined in 34 CFR §99.3. PII includes, but is not limited to, direct identifiers (such as a student's or other family member's name), indirect identifiers (such as a student's date of birth, place of birth, or mother's maiden name), and other personal identifiers (such as a student's social security number or Florida Education Identifier (FLEID) number). PII also includes information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

F. "Student" means any individual who is or has been in attendance in a District school and regarding whom the District maintains education records.

G. "Therapeutic treatment plan" means a plan that identifies the mental health diagnosis, or condition, the therapy or intervention goal(s), the type of school-based mental health intervention, and the school-based mental health services provider responsible for providing the mental health intervention or therapy.

H. "Therapy progress notes" means notes maintained by a school-based mental health services provider that summarize the focus and progress toward treatment goals(s) of each therapy or intervention session.

I. "Third-party vendor" or "Third-party service provider" means any entity, whether public or private, that provides services to the Board through a contract or agreement. The term does not include the Florida Department of Education, the Department's contractors and subcontractors, school boards, and school districts.

Maintenance of Student Records

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and necessary and relevant to the function of the School District or specifically permitted by this Board shall be compiled by District employees.

Each school shall maintain a permanent cumulative record for each student enrolled in the school which shall contain the data as prescribed by F.A.C. 6A-1.0955 and this policy.

Information contained in student education records shall be classified as set forth in F.A.C. 6A-1.0955 and retained in accordance with the rule and this policy.

A. Category A Records. Information for each student which shall be kept current while the student is enrolled and retained permanently in the manner prescribed by F.S. 1001.52

1. Student's full legal name.
2. Authenticated birthdate, place of birth, race, ethnicity, and sex.
3. Last known address of the student.
4. Name(s) of the student's parent(s) or guardian(s).
5. Name and location of last school attended.
6. Number of days present and absent, date enrolled, date withdrawn.
7. Courses taken and record of achievements, such as grades, credits, or certification of competence.
8. Date of graduation or date of program completion.
9. Records of requests for access to and disclosure of personally identifiable information from the student's educational records.

B. Category B Records. Information which is subject to periodic review and elimination when the information is no longer useful in the manner prescribed by F.S. 1001.52

1. Health information, family background data, standardized test scores, State-mandated achievement test scores, educational and career plans, honors and activities, work experience reports, and teacher comments.
2. Reports of student services or exceptional student staffing committees including all information required by F.S. 1001.42.
3. Correspondence from community agencies or private professionals.
4. Discipline records.
5. School Environmental Safety Incident Reports (SESIR) collected under F.S. 1006.07.
6. Threat assessments done by the threat assessment team pursuant to F.S. 1006.07, subject to the following:
    a. **Threat management. All reports of concerning behavior, concerning communications, or threats documented using the Florida Harm Prevention and Threat Management Instrument prescribed by Rule 6A-1.0019, F.A.C., are Category B records and shall be maintained in a student's file as long as determined useful by a threat management team, pursuant to Section 1006.07(7), F.S., and Rule 6A-1.0019, F.A.C. These records include all corresponding documentation and any additional information required by the Florida Model for threat management related to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.**
    b.
7. A list of schools attended.
8. Written agreements of corrections, deletions, or expunctions as a result of meetings or hearings to amend educational records.
9. Academic and behavioral intervention services.

10. Psychological evaluations.
11. Therapeutic treatment plans and therapy progress notes.
12. Such other records of educational importance as the school shall deem necessary.
13. Records designated for retention by the Florida Department of State in General Records Schedule GS7 for *Public Schools Pre-K - 12, Adult and Vocational/Technical.*

Category A and B records shall be maintained in compliance with the approved District records retention schedule.

Individual exceptional student records shall be kept separate from regular cumulative records. These records shall be sent to each succeeding school the student attends in the District and shall be maintained in accordance with the approved District records retention plan.

Periodic review for elimination of outdated information in student records by the custodian or designees shall be made in accordance with F.S. 1001.52, and the approved District records retention plan. The custodian of the student records shall be responsible for maintaining the accuracy of information by purging student records in accordance with the General Records Schedule for Public Schools (GS-7). Explanations placed in the education record and the record of access shall be maintained for as long as the education record to which it pertains is maintained. This procedure must be implemented before records are released to any vocational-technical centers, community colleges, or institutions of higher learning in which the student seeks or intends to enroll.

Type Record	Location	Custodian	Address
Active and inactive student records as specified in the current Student Records Manual for the District	Last school attended	Principal of last school attended	As shown in local directory
Inactive student cumulative records (Category A) as specified in the current Student Records Manual for the District	Central District office	Superintendent or designee	Records Management Educational Services Facility
Individual exceptional student education records as specified in the current Student Records Manual for the District	Last school attended	Principal of last school attended	As shown in local directory
Individual student psychological records as specified in the current Student Records Manual for the District	Last school attended	Principal of last school attended	As shown in local directory

Limitations on Collection and Retention of Certain Information

The District shall not collect, obtain, or retain information on the political affiliation, voting history, religious affiliation, or biometric information of a student or a parent or sibling of a student. For purposes of this paragraph, the term "biometric information" means information collected from the electronic measurement or evaluation of any physical or behavioral characteristics that are attributable to a single person, including fingerprint characteristics, hand characteristics, eye characteristics, vocal characteristics, and any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty. Examples of biometric information include, but are not limited to, a fingerprint or hand scan, a retina or iris scan, a voice print, or a facial geometry scan.

The District shall not maintain any report or record relative to a student that includes a copy of a student's fingerprints.

The Superintendent or designee will be responsible for the privacy and security of records that are not under the supervision of the school principal.

Requests to Deviate from Students Legal Name

Parents who approve of their student being referred to by any name other than their legal name (such as a nickname) must fully complete the District's electronic or hard copy parental consent form.

Access to Student Records

The rights of students and their parents with respect to education records created, maintained, or used by the District must be protected in accordance with FERPA, State law, and the implementing regulations and rules issued pursuant thereto. Students and their parents have the right to access their education records, including the right to inspect and review those records, have the right to waive their access to their education records in certain circumstances, have the right to challenge the content of education records, have the right of privacy with respect to such records and reports, and receive annual notice of their rights with respect to education records.

In addition to students and their parents and eligible students, student records shall be available only to designated school officials and personnel, to such other persons as the parent or eligible student authorizes in writing, a court of competent jurisdiction or to other individuals or organizations as permitted by law.

Schools may, without consent of parents, guardians, or eligible students, provide access to school officials to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family, and psychologists within the School District providing they have a legitimate educational interest. Support employees may be designated by the principal for the purpose of doing clerical work and maintaining student records. However, such persons shall receive in-service training concerning the confidentiality of student records and work under the supervision and control of an administrative staff member.

Whenever a student has attained eighteen (18) years of age, the permission and consent required of and rights accorded to the parents of the student as to student records maintained by the District, shall thereafter be required of and accorded to the eligible student only, unless the eligible student is a dependent of their parents as defined in Title 26 U.S.C. Section 152 of the Internal Revenue Code of 1954. The School District may, in this instance, disclose personally identifiable information from the education records to the parents without the prior consent of the eligible student.

Whenever a student has enrolled in a postsecondary institution, regardless of age, the permission and consent required of and rights accorded to the parents of the student as to student records maintained by the postsecondary institution shall thereafter be required of and accorded to the eligible student only. However, if the student is not eighteen (18) years of age, then the permission and consent required of and rights as to the student's records maintained by the District shall be retained by the parents.

The custodian of the student record shall permit the eligible student or the parents or guardians of the student who is or has been in attendance in the School District to inspect and review the education records of the eligible student or student. Provisions for such inspection and review shall be made within a reasonable period of time of the request, but in no case shall be more than thirty (30) days after the request has been made.

The District presumes that the eligible student or either parent of the student has the right to inspect, review, and receive copies of the education records of the student or eligible student unless the Board, its

staff, or the individual school has been provided a legally binding instrument or court order governing such matters as divorce, separation, or custody which provides to the contrary.

[NOTE: F.A.C. 6A-1.0955 requires that the policy include a schedule of charges]

In instances where records are opened to parents, guardians, or eligible students, schools shall make available a member of the professional staff to interpret the record and shall provide copies, upon request and payment of the current District copy rate, which shall not exceed the maximum rate for copies of public records as set forth in F.S. Chapter 119.

The copy rate will include actual reproduction costs and will not include the labor costs for retrieval.

School officials shall provide requesting parents, guardians, or eligible students an opportunity for a hearing to challenge the content of their child's or the eligible student's school records, to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Parents, guardians, and eligible students may waive their right of access to confidential letters or statements of recommendations or evaluation. Such waiver shall be made in writing to the custodian of the records and shall be signed by the parent, guardian, or eligible student. Such waiver shall apply to recommendations or evaluation only if:

A. the parent, guardian, or eligible student is, upon request, notified of the names of all persons submitting confidential letters or statements; and

B. such recommendations or evaluations are used solely for the purpose for which they were specifically intended.

The waiver of the right of access may be revoked in writing with respect to actions occurring after the revocation.

Court Request of Records

A. Student records may be disclosed to a court of competent jurisdiction provided that reasonable notification is given in advance to the parents and student. If the ~~Principal~~District's General Counsel is unable to notify prior to the time for compliance set forth in the court order, they shall bring to the court's attention the provision of the Family Educational Rights and Privacy Act of 1974 and comply with the court's instruction.

B. Student records may be disclosed pursuant to a lawfully issued subpoena, upon the condition that the student, or their parent if the student is either a minor and not attending an institution of postsecondary education or a dependent of such parent as defined in 26 U.S.C. 152 (s. 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

The Superintendent may, in writing, authorize access to student records to representatives of the Federal, State, or local educational authorities.

Transcripts of a student's records may be released without written consent from the students' parents, guardians, or eligible student, to any vocational-technical center, community college, or any postsecondary institutions of higher learning in which the student seeks or intends to enroll. A copy of the records may be released to the student's parents, guardians, or eligible student upon request. This policy is also applicable in instances where such a request is in connection with a student's application for, or receipt of, financial aid.

Hearing Procedure to Correct Student Records

Whenever a parent, guardian, or eligible student believes the content of the student record is inaccurate, misleading, or in violation of their privacy, they may request in writing an informal meeting with the custodian of the record for the purpose of requesting the correction, deletion, or expunction of any inaccurate, misleading, or otherwise inappropriate data or material contained in the student record.

If the parties at the informal meeting agree to make deletions, to expunge material, or to add a statement of explanation or rebuttal to the file, such agreement shall be reduced to writing and signed by the parties, and the appropriate school officials shall take the necessary actions to implement the agreement. If an agreement is not reached, denial of the request and notification of the right to a formal hearing shall be made in writing to the parent, guardian, or eligible student with a copy to the Superintendent or designee.

Upon the request of a parent, guardian, or eligible student, a formal hearing shall be held. Such hearing shall be requested, in writing, within ten (10) days of the written notice of denial at the informal meeting, to the Superintendent or designee, who shall appoint a hearing officer who shall be any official of the school system with no direct interest in the outcome of the hearing. The hearing officer shall convene and conduct the hearing and shall render a decision in writing to all concerned parties within ten (10) days of the conclusion of the hearing. Such hearing shall be held within a reasonable period of time but in no case shall be held more than thirty (30) days from the date of the written request.

The parents, guardian, eligible student, and officials of the school shall be afforded a full and fair opportunity to present evidence relevant to the issues raised. The hearing shall be recorded and available to all parties. However, the record of such hearings are exempt from disclosure under F.S. Chapter 119.

If the decision of the hearing officer is that the records are not inaccurate, misleading, or otherwise in violation of privacy rights, the parent, guardian, or eligible student shall be allowed to comment in writing on the information in the education record and set forth any reasons for disagreeing with the decision. This written response shall be filed in the education records of the student.

Disclosure of Personally Identifiable Information

Notwithstanding any other provision in this policy, student education records shall not be disclosed to any person, public body, body politic, political subdivision, or agency of the Federal government except when authorized by State or Federal law or in response to a lawfully issued subpoena or court order. In accordance with State law, student education records are exempt from the provisions of F.S. Chapter 119.

A. Prior Written Consent

1. Prior written consent of the parent, guardian, or eligible student shall be obtained prior to disclosing personally identifiable student information other than directory information. The written consent shall include: signature of the parent, guardian, or eligible student; date; specification of records or information to be disclosed; purpose of the disclosure; and the party or class of parties to whom a disclosure is to be made.

2. Disclosures of personally identifiable student information will be made only on the condition that the party or parties to whom the information is disclosed shall not disclose the information to any other party without prior written consent of the parent, guardian, or eligible student, as appropriate. Personally identifiable student information which is disclosed to an institution, agency, or organization may be used by its officers, employees, and agents, but only for the purpose for which the disclosure was made. The District presumes the parent, guardian, or eligible student has the authority to grant permission for disclosure of personally identifiable student information unless the District has been provided with evidence that there is a legally binding instrument or State law or court order governing such matters as divorce, separation, or custody which provides to the contrary.

B. Without Prior Written Consent

Personally identifiable information or records of a student may be released to the following persons or organizations without the prior written consent of the student or the student's parent or guardian:

1. Officials of schools, school systems, career centers, or public postsecondary educational institutions in which the student seeks or intends to enroll; and a copy of such records or reports shall be furnished to the parent or student upon request.

2. Other school officials, including teachers within the educational institution or agency, who have a legitimate educational interest in the information contained in the records.

3. The United States Secretary of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Comptroller General of the United States, or State or local educational authorities who are authorized to receive such information subject to the conditions set forth in applicable Federal statutes and regulations of the United States Department of Education, or in applicable State statutes and rules of the State Board of Education.

   The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (see Form 8330 F16)

   This written agreement must include:

   a. designation of the receiving individual or entity as an authorized representative;

   b. specification of the information to be disclosed;

   c. specification that the purpose of the disclosure is to carry out an audit or evaluation of a government-supported educational program or to enforce or comply with the program's legal requirements;

   d. a summary of the activity that includes a description of the methodology and an explanation of why personally identifiable information is necessary to accomplish the activity;

   e. a statement requiring the organization to destroy all personally identifiable information when it is no longer needed to carry out the audit or evaluation, along with a specific time period in which the information must be destroyed; and

   f. a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

   Under the audit exception, the District will use reasonable methods to verify that the authorized representative complies with FERPA regulations. Specifically, the District will verify, to the greatest extent practicable, that the personally identifiable information is used only for the audit, evaluation, or enforcement of a government-supported educational program. The District will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the District will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the District will verify that the information is destroyed when no longer needed for the audit, evaluation, or compliance activity.

4. Appropriate parties in connection with a student's application for or receipt of financial aid, if necessary to determine the eligibility for the aid; determine the amount of the aid; determine the conditions of the aid; and/or enforce the terms and conditions of the aid.

5. Individuals or organizations conducting studies for or on behalf of an institution or a board of education for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, if the studies are conducted in a manner that does not permit the personal identification of students and their parents by persons other than representatives of such organizations and if the information will be destroyed when no longer needed for the purpose of conducting such studies.

In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (see Form 8330 F14)

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

6. Accrediting organizations, in order to carry out their accrediting functions.

7. School Readiness programs as provided in State law in order to carry out their assigned duties.

8. For use as evidence in student expulsion hearings conducted by a district school board under F.S. Chapter 120; however, public records of expulsion hearings shall not contain any personally identifiable information.

9. Appropriate parties in connection with an emergency, if knowledge of the information in the student's educational records is necessary to protect the health or safety of the student or other individuals.

10. The Auditor General and the Office of Program Policy Analysis and Government Accountability in connection with their official functions; however, except when the collection of personally identifiable information is specifically authorized by law, any data collected by the Auditor General and the Office of Program Policy Analysis and Government Accountability is confidential and exempt from F.S. 119.07 (1) and shall be protected in a way that does not permit the personal identification of students and their parents by other than the Auditor General, the Office of Program Policy Analysis and Government Accountability, and their staff, and the personally identifiable data shall be destroyed when no longer needed for the Auditor General's and the Office of Program Policy Analysis and Government Accountability's official use.

11. A court of competent jurisdiction in compliance with an order of that court or the attorney of record in accordance with a lawfully issued subpoena, upon the condition that the student and the student's parent are notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

    Student records may be disclosed pursuant to a lawfully issued subpoena, upon the condition that the student, or his/her parent if the student is either a minor and not attending a postsecondary educational institution or a dependent of such parent as defined in 26 U.S.C. 152 (section 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

12. Credit bureaus, in connection with an agreement for financial aid that the student has executed, if the information is disclosed only to the extent necessary to enforce the terms or conditions of the financial aid agreement. Credit bureaus shall not release any information obtained under this paragraph to any person.

13. Parties to an interagency agreement among the Department of Juvenile Justice, school and law enforcement authorities, and other signatory agencies for the purpose of reducing juvenile crime and especially motor vehicle theft by promoting cooperation and collaboration, and the sharing of appropriate information in a joint effort to improve school safety, to reduce truancy and in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions that provide structured and well

supervised educational programs supplemented by a coordinated overlay of other appropriate services designed to correct behaviors that lead to truancy, suspensions, and expulsions, and that support students in successfully completing their education. Information provided in furtherance of such interagency agreements is intended solely for use in determining the appropriate programs and services for each juvenile or the juvenile's family, or for coordinating the delivery of such programs and services, and as such is inadmissible in any court proceedings prior to a dispositional hearing unless written consent is provided by a parent or other responsible adult on behalf of the juvenile.

14. Consistent with the Family Educational Rights and Privacy Act, the Department of Children and Families or a community-based care lead agency acting on behalf of the Department of Children and Families, as appropriate.

15. Parents of a dependent student as defined by the Internal Revenue Service Tax Code of 1986 and in this policy.

16. Directory information as specified in this policy.

17. If the District initiates legal action (a lawsuit) against a parent, or if the parent initiates legal action against the District. In such circumstances, the District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the District to proceed with legal action as the plaintiff or to defend itself.

18. If the release is to the Attorney General of the United States or to his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in Sections 2331 and 2332 of Title 18, U.S. Code.

    Under this exception, school officials are not required to record (i.e., on an access log) the disclosure of information from a student's education record when the school makes pursuant to an ex parte order.

    Further, an educational institution that, in good faith, produces information from education records in compliance with an ex parte order shall not be liable to any person for that disclosure.

19. If the release is otherwise permitted under Federal law.

C. Record of Disclosures

Record of any requests or disclosures of personally identifiable student information shall be maintained except for disclosures to the parent, guardian, or eligible student; disclosure of directory information; or to any other school officials with a legitimate educational interest. The record of requests for disclosure shall include the following: the parties who have requested or obtained personally identifiable student information, the legitimate interests of the persons requesting or obtaining the information, and date parental/eligible student consent was obtained.

With regard to such disclosures, a school official is determined to be any employee of the School Board of Manatee County, Florida, with direct responsibility for providing services to students. A legitimate educational interest is determined to mean responsibility for providing direct educational services to students which will include teaching, counseling, psychological services, or other services to students which require access to personally identifiable information and/or those specified in the law.

D. Disclosures - Health or Safety Emergencies

Disclosure of personally identifiable student information may be made by school officials in the event of a health or safety emergency. Such emergency situations shall be declared in writing to the Superintendent by a recognized legal official with authority to declare such emergency. The declaration of a health or safety emergency shall include the need for specific personally identifiable student information, the time requirements for the information, and the parties to whom the information is disclosed who are responsible for utilizing the information to deal with the emergency.

DIRECTORY INFORMATION

The District may make available, upon request, certain information known as directory information without prior permission of the parents or the eligible student. The District shall charge fees for copies of designated directory information as provided in State law. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates as student directory information: a student's name; photograph; address; telephone number, if it is a listed number; e-mail address; date and place of birth; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; grade level; enrollment status; date of graduation or program completion; awards received; and most recent educational agency or institution attended. Designation of directory information shall occur at a regularly scheduled Board meeting. At the meeting, the Board shall consider whether designation of such information would put students at risk of becoming targets of marketing campaigns, the media, or criminal acts.

An annual written notice shall be given to inform parents, guardians, and eligible students of their rights of access, waiver of access, challenge and hearing, privacy, categories of personally identifiable student information designated as directory information data, and the location and availability of the District's policy on education records of students. Alternate methods of notice shall be made for parents, guardians, or eligible students unable to comprehend a written notice in English. Parents or eligible students may, by providing a written statement to the principal within two (2) weeks of the first day of the school year or entry into the school system request that all specific portions of directory information for that specific student not be released.

Directory information shall not be provided to any organization for profit-making purposes, unless the request is approved, in a nondiscriminatory manner, by the Superintendent.

In accordance with Federal law, the District shall release the names, addresses, District-assigned e-mail addresses (if available), and telephone listings of students in grades ten through twelve (10-12) to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. Such data shall not be released if the eligible student or student's parents submit a written request not to release such information. The recruiting officer is to sign a form indicating that any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces. The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer. A secondary school student or parent of the student may request that the student's name, address, District-assigned e-mail address (if available), and telephone listing not be released without parental consent.

Whenever parental consent is required for the inspection and/or release of a student's health or educational records or for the release of directory information, either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The District may disclose directory information on former students without student or parental consent.

Transfer of Student Records

Student records shall be transferred in accordance with the requirements of F.A.C. Rule 6A-1.0955.

If applicable, the records to be transferred shall also include:

A. verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services; and

B. psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by School District or charter school staff, as appropriate.

The records shall be transferred within five (5) school days of receipt of a written request from the principal of the receiving school, the parent, guardian, or eligible student.

While all reasonable efforts shall be made to collect for damaged or lost library books or textbooks, under no conditions shall the transfer of a student's cumulative record be delayed or denied for failure to pay any fine or fee assessed by the school. Progress reports to parents (report cards) may not be withheld for failure to pay any fine, fee, or an assessment for lost or damaged books.

The District is authorized to use the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this District specifically as a consequence of permitting access or furnishing student records in accordance with this policy and procedures.

Additional Safeguards for Student Education Records

A. Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be re-disclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

B. Required use of online educational services by students and parents

In order to protect a student's PII from potential misuse and in order to protect students from data mining or targeting for marketing or other commercial purposes, the Board requires the review and approval of any online educational service that students or their parents are required to use as part of a school activity (1) regardless of whether there is a written agreement governing student use, (2) whether or not the online educational service is free, and (3) even if the use of the online educational service is unique to specific classes or courses. The following requirements also apply to online educational services:

1. The Superintendent is responsible for reviewing the online educational service's terms of service and privacy policy for compliance with State and Federal privacy laws, including FERPA and its implementing regulations, the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. 6501-6506, and F.S. 1002.22;

2. The Superintendent is responsible for the review and approval of online educational services that will be required for students to use;

3. Parents and eligible students will be notified any time they are required to use an online educational service that collects student PII;

4. If student PII will be collected by the online educational service, parents and eligible students will be provided notification regarding the information that will be collected, how it will be used, when and how it will be destroyed, and the terms of re-disclosure.

5. The Board will not utilize any online educational service that will share or sell a student's PII for commercial purposes.

6. If a student is required to use an online educational service, the Board will include on its website a description of the student PII that may be collected, how it will be used, when it will be destroyed and the terms of re-disclosure. The website will also include a link to the online educational service's terms of service and privacy policy, if publicly available.

C. Contracts or agreements with third-party vendors

1. All contracts or agreements executed by or on behalf of the Board with a third-party vendor or a third-party service provider must protect the privacy of education records and student PII contained therein. Any agreement that provides for the disclosure or use of student PII must:

    a. require compliance with FERPA, its implementing regulations, and F.S. 1002.22;

    b. where applicable, require compliance with COPPA, 15 U.S.C. 6501-6506, and its implementing regulations;

    c. ensure that only the student PII necessary for the service being provided will be disclosed to the third party;

    d. prohibit disclosure or re-disclosure of student PII unless one of the conditions set forth in F.A.C. 6A-1.0955(11)(b) has been met.

2. Contracts or agreements with a third-party vendor or third-party service provider may permit the disclosure of student PII to the third party only where one or more of the following conditions has been met:

    a. the disclosure is authorized by FERPA and 34 CFR §99.31;

    b. the disclosure is authorized by the Board's directory information provisions set forth in this policy and implemented in accordance with FERPA and 34 CFR §99.37; or

    c. the disclosure is authorized by written consent of an eligible student or parent. Consent must include, at a minimum, an explanation of who the student PII would be disclosed to, how it would be used, and whether re-disclosure is permitted. Any re-disclosure must meet the requirements of F.A.C. 6A-1.0955(11)(b) and this policy.

Request for Student Social Security Numbers at Enrollment

When a student enrolls in a District school, the District shall request that the student provide their social security number and shall indicate whether the student identification number assigned to the student is their social security number. A student satisfies this requirement by presenting his/her social security card or a copy of the card to a school enrollment official. However, a student is not required to provide their social security number as a condition for enrollment or graduation.

F.S. Chapter 119
F.S. 1001.41
F.S. 1001.52
F.S. 1002.22
F.S. 1002.221
F.S. 1002.222
F.S. 1003.25
F.A.C. 6A-1.0955
F.A.C. 6A-1.09550
20 U.S.C. 1232f (FERPA)
20 U.S.C. 1232g (FERPA)
20 U.S.C. 1232h (FERPA)
20 U.S.C. 1232i (FERPA)
20 U.S.C. 7908
26 U.S.C. 152
20 U.S.C. 1400 et seq., Individuals with Disabilities Act
Privacy Rights of Parents and Students - P.L. 90-247
No Child Left Behind Act of 2001 - P.L. 107-110

2021 Solomon Amendment: Subtitle C- General Service Authorities and Correction of Military Records SEC. 521

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F.S. Chapter 119

F.S. 1001.41

F.S. 1001.52

F.S. 1002.22

F.S. 1002.221

F.S. 1002.222

F.S. 1003.25

F.A.C. 6A-1.0955

F.A.C. 6A-1.09550

20 U.S.C. 1232f (FERPA)

20 U.S.C. 1232g (FERPA)

20 U.S.C. 1232h (FERPA)

20 U.S.C. 1232i (FERPA)

20 U.S.C. 7908

26 U.S.C. 152

20 U.S.C. 1400 et seq., Individuals with Disabilities Act

Privacy Rights of Parents and Students - P.L. 90-247

No Child Left Behind Act of 2001 - P.L. 107-110

2021 Solomon Amendment: Subtitle C- General Service Authorities and Correction of Military Records SEC. 521

Last Modified by Kevin Chapman on March 6, 2024

Book

Policy Manual

Section

8000 Operations

Title

ANIMALS ON DISTRICT PROPERTY

Code

po8390

Status

Active

Adopted

June 27, 2017

Last Revised

October 23, 2018

8390 - **ANIMALS ON DISTRICT PROPERTY**

Introduction

The School Board recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service animal in accordance with Federal and State law and this policy.

This policy shall apply to all animals on District property, including service animals.

Definitions

A. "Animal" shall be held to include every living ~~dumb~~ non-human creature.

B. "Service animal", pursuant to 28 C.F.R. 35.104 and F.S. 413.08, that meets the definition set forth in the ADA.

F.S. 413.08 also defines "service animal" as "an animal that is trained to perform tasks for an individual with a disability. The tasks may include, but are not limited to, guiding a person who is visually impaired or blind, alerting a person who is deaf or hard of hearing, pulling a wheelchair, assisting with mobility or balance, alerting and protecting a person who is having a seizure, retrieving objects, or performing other special tasks. A service animal is not a pet."

Vaccination, Licensing and/or Veterinary Requirements

All animals housed on District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on District property on a regular basis must meet every veterinary requirement set forth in State law and county regulation/ordinance, including but not limited to rabies vaccination or other inoculations required to be properly licensed. For example, all canines and cats must, at a minimum, be administered a rabies vaccine in accordance with F.S. 828.30.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

A. the staff member seeking approval to have a non-service animal in his/her classroom shall

   1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;

   2. take precautions deemed necessary to protect the health and safety of students and other staff;

   3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and,

   4. keep the surrounding areas in a clean and sanitary condition at all times.

B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on Board property or at District-sponsored events.

A service animal that meets the definition set forth in the ADA and this policy shall be under the control of the student with a disability or, a separate handler if the student is unable to control the service animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Board policy.

If the animal's trainer intends or is required to be on school grounds when students are present, the trainer will be treated as a volunteer subject to Board policy.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal and/or designee is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal's behavior poses a direct threat to the health and safety of others, or demonstrates that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal should notify the Superintendent when a service animal has been removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint of legally prohibited discrimination with the United States Department of Education's Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission, or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus owned or leased by the District, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall meet with the Principal and/or Transportation

Supervisor, and the driver and bus assistant, if any, to discuss critical commands needed for daily interaction and emergency/evacuation and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Principal and/or Transportation Supervisor an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus.

The service animal must participate in bus evacuation drills with the student.

While the bus is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or

B. the service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Principal.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

Service Animals for Employees

In accordance with Policy 1122.01, Policy 3122.01, and Policy 4122.01 Prohibition of Disability Discrimination in Employment, the District shall provide a reasonable accommodation for a qualified individual with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation.

The request will be handled in accordance with the ADA-mandated interactive process.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs, or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 Public Attendance at School Events.

Any student/employee trainer of their specific service animal, while engaged in the training of such an animal, has the same right of access to public schools as is provided for those persons who are accompanied by service animals.

Revised 10/23/18

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28 C.F.R. 35.104

28 C.F.R. 35.136

F.S. 381.0056

F.S. 413.08

F.S. 1001.41

F.S. 1006.22

Section 504 of the Rehabilitation Act of 1973 (Section 504)

The Americans with Disabilities Act (ADA)

The Individuals with Disabilities Education Act (IDEA)

Last Modified by Juli Schlarb on March 6, 2023

Book	Policy Manual
Section	Vol. 24 No. 2 REVISED
Title	Copy of EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES
Code	po8420 12/6/23
Status	
Adopted	June 27, 2017
Last Revised	December 13, 2022

8420 - EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES

Emergency Management and Emergency Preparedness

The School Board recognizes that its responsibility for the safety of students and staff requires that it formulate and prescribe in consultation with appropriate public safety agencies emergency management and emergency preparedness procedures for all public schools in the District, including emergency notification procedures for life-threatening emergencies, including, but not limited, fires; natural disasters; bomb threats; weapon-use, hostage and active assailant situations; hazardous materials or toxic chemical spills; weather emergencies, including hurricanes, tornadoes, and severe storms; and exposure as a result of a manmade emergency and that such emergencies are best met by preparedness and planning. Such procedures shall meet the requirements of the State Board of Education rules.

Policies and procedures for emergency drills and fire drills shall be developed in consultation with the appropriate public safety agencies, including at a minimum, law enforcement, fire service, and emergency management.

The active assailant situation training for each school must engage the participation of the School Safety Specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to each school's campus.

Pursuant to Policy 8405 - School Safety and Security, the Superintendent (in conjunction with the School Safety Specialist) shall develop, and revise as necessary, a School Safety Plan to provide for the safety and welfare of the students and staff, as well as a system of emergency preparedness and accompanying procedures that provide for the following:

A. a listing of the commonly used alarm system response for specific types of emergencies and verification by each school that drills have been provided as required by law, State Board of Education rules, and fire protection codes (such drills shall include accommodations conducted at exceptional student education centers);

B. the health and safety of students and staff are safeguarded;

C. embraces a collaborative effort with community emergency responders;

D. the time necessary for instructional purposes is not unduly diverted;

E. minimum disruption to the educational program occurs;

F. students are helped to learn self-reliance and trained to respond sensibly to emergency situations;

G. the system is supported by ongoing training that will include practical application and appropriate "drills" as required by F.S. 1001.42;

H. evacuation drills should represent actual emergencies, including, but not limited to firearm, natural disasters, and bomb threats;

I. emergency egress and relocation drills (including, but not necessarily limited to, fire drills) in accordance with the requirements of the Florida Fire Prevention Code, the Fire Code (NFPA 1), and the Life Safety Code (NFPA 101);

J. drills for active assailant and hostage situations must be conducted in accordance with developmentally appropriate and age-appropriate procedures as specified in State Board of Education rules and

Law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff in coordination with the District's School Safety Specialist, must be physically present on campus and directly involved in the execution of active assailant drills. The District's School Safety Specialist must notify law enforcement officers at least twenty-four (24) hours before conducting active assailant emergency drills at which such law enforcement officers are expected to attend.

K. floor plans of each school must be provided to all community emergency responders in support of evacuation procedures.

All threats to the safety of District facilities, students, and staff shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness. Any aspect of the emergency preparedness plan and/or procedures that are included in the School Safety Plan shall remain confidential and exempt from public records disclosure in accordance with State law.

The Superintendent, as part of the development of the emergency preparedness plan and procedures, shall establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of school campuses.

Completion of emergency drills shall be documented at all school facilities in the District.

An after-action report must be completed following each emergency drill and fire drill. After-action reports must:

A. identify the type of drill, location and date of the drill, participants, and involvement of law enforcement or other public safety agencies;

B. describe actions taken by participants;

C. analyze areas of success and areas where improvement is needed;

D. include input from public safety agencies; and,

E. include a plan for corrective action.

After-action reports must be submitted to the District school safety specialist for review fifteen (15) calendar days following completion of the drill.

Alyssa's Alert/Mobile Panic Alert System

In accordance with the requirements of F.S. 1006.07, the District shall implement a mobile panic alert system. The District will select a system under contract with FL DOE or procure a different system. The District will maintain current listings of mobile panic alert systems implemented by all public schools, including charter schools, within the District. Such list shall include the school name, address, and MSID number, and vendor or application implemented. The list will be provided to the Office of Safe Schools via-email by August 1, 2022, and will be updated within five (5) school days of a school opening or closing, or when any other change occurs that impacts the accuracy of District-provided information.

The District's mobile panic alert system will include mobile devices placed throughout each school campus. In determining the number and placement of devices needed to afford all staff members the ability to silently and easily activate a panic alert in the event of an on-campus emergency, the District will consider using a combination of fixed panic alert buttons, mobile and desktop applications, landline phone capabilities, and wearable panic alerts (such as on a lanyard).

The District's policies and procedures related to Alyssa's Alert/Mobile Panic Alert Systems will be developed in consultation with the County 911 authority and local emergency management office to ensure that the system integrates with local public safety answering point (PSAP) infrastructure to transmit calls and mobile activations.

Parents of District students will be timely notified pursuant to procedures adopted by the Superintendent of threats and the following unlawful acts and significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities:

A. weapons possession or use when there is intended harm toward another person, hostage, and active assailant situations;

B. murder, homicide, or manslaughter;

C. sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel;

D. natural emergencies, including hurricanes, tornadoes, and severe storms.

E. exposure as a result of a manmade emergency.

The information in this section shall be part of the School Safety and Security Plan, and, therefore, confidential.

Revised 5/25/19
Revised 8/11/20
Revised 7/27/21
Revised 5/24/22
Revised 12/13/22

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Florida Fire Prevention Code (F.S. 633.202)

F.S. 1001.43

F.S. 1006.07

F.S. 1013.13

Fire Code (NFPA 1)

Life Safety Code (NFPA 101)

F.A.C. 6A-1.0018

AGENDA ITEM NO. 13.3

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Revisions of Job Descriptions of Non-Degreed Teachers of Career Programs (No Financial Impact)

Executive Summary
The revisions of the job descriptions of non-degreed teachers of career programs are needed to comply with the amended Section 1012.39 of the Florida Statutes. The amended section lowers the required years of occupational experience for teachers of career programs from 6 to 3 years. It is stated that district school boards may still establish alternative qualifications when the teacher holds an industry certification related to the career area in which they teach. The amendment also clarifies that only full-time teachers of career programs are required to receive certification-related training. Training from an educator preparation institute was removed from the list of training options for teachers of career programs. Demonstration of successful teaching practice was also removed from the district-issued teacher certification requirements list.

The revisions include changes to the minimum qualifications to align with the statutory amendments. In addition, the Teacher, Cosmetology, and Teacher, Air-conditioning job descriptions were revised to mirror the other career and technical education job descriptions, including minimum qualifications, supervision, and performance responsibilities. Listed below are the revised job descriptions:

1. 53002 Instructor, Medical Coder VOC087
2. 53002 Tchr Business Technology Education VOC002
3. 53003 Tchr Diversified Education VOC003
4. 53004 Tchr, Health Science Education VOC008, Multiple VOC
5. 53005 Tchr Family Consumer Sciences VOC012
6. 53005 Tchr, Family & Consumer Sciences VOC013, Multiple VOC
7. 53006 Tchr Tech Ed Teacher Comm Sys VOC070
8. 53006 Tchr Technology Education-Drafting BAS251
9. 53006 Tchr, Technology Education, VOC050, Multiple
10. 53007 Tchr, Industrial Education VOC024, Multiple
11. 53009 Tchr, Public Service, Law Enforcement, VOC035
12. 53014 Tchr, OTC VOC009 Teacher, Cosmetology
13. 53014 Tchr, OTC VOC073 Instructor, Nail Technology
14. 53014 Tchr, Other CTE VOC058, VOC059, VOC060, VOC Ed
15. 53014 Tchr, Other CTE VOC016 Teacher Auto Mechanics
16. 53014 Tchr, Other CTE VOC017 Teacher Air-conditioning
17. 53014 Tchr, Other CTE VOC018 Teacher, Welding
18. 53014 Tchr, Other CTE VOC021 Teacher, Drafting
19. 53014 Tchr, Other CTE VOC031 Teacher, Building Construction
20. 53014 Tchr, Other CTE VOC053, VOC054, VOC056-Retired
21. 53014 Tchr, Other CTE VOC078 Instructor, Network Support Service
22. 53014 Tchr, Other CTE VOC118

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 3
Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders

Recommendation
The Superintendent recommends approval of the revisions of job descriptions of non-degreed teachers of career programs. (No Financial Impact)

Financial Impact
There is no financial impact associated with the revisions.

Contact
Submitting Department: Human Resources
Initiated By: Richard Bailey

Attachments:
53002 Instructor, Medical Coder VOC087-Redlined
53002 Instructor, Medical Coder VOC087-Clean
53002 Tchr Business Technology Educ VOC002 - Redlined
53002 Tchr Business Technology Educ VOC002 - Clean
53003 Tchr DCT VOC003 - Redlined
53003 Tchr DCT VOC003 - Clean
53004 Tchr, Health Science Education VOC008, Multiple VOC- Redlined
53004 Tchr, Health Science Education VOC008, Multiple VOC - Clean
53005 Tchr Family Consumer Sciences VOC012 - Redlined
53005 Tchr Family Consumer Sciences VOC012 - Clean
53005 Tchr, Family & Cnsumer Sciences VOC013, Multiple VOC - Redline
53005 Tchr, Family & Cnsumer Sciences VOC013, Multi - Clean
53006 Tchr Tech Ed Teacher Comm Sys VOC070 - Redlined
53006 Tchr Tech Ed Teacher Comm Sys VOC070 - Clean
53006 Tchr Technology Education-Drafting BAS251 - Redlined
53006 Tchr Technology Education-Drafting BAS251 - Clean
53006 Tchr, Technology Education, VOC050, Multiple -Redlined
53006 Tchr, Technology Education, VOC050, Multiple - Clean
53007 Tchr, Industrial Education VOC024, Multiple - Redlined
53007 Tchr, Industrial Education VOC024, Multiple - Clean
53009 Tchr, Public Service, Law Enforcement, VOC035 - Redlined
53009 Tchr, Public Service, Law Enforcement, VOC035 - Clean
53014 Tchr, OTC VOC009 Teacher, Cosmetology - Redlined
53014 Tchr, OTC VOC009 Teacher, Cosmetology - Clean
53014 Tchr, OTC VOC073 Instructor, Nail Technology - Redlined
53014 Tchr, OTC VOC073 Instructor, Nail Technology - Clean
54001 Tchr, ADE VOC058, VOC059, VOC060, VOC061 - Redlined
53014 Tchr, Other CTE VOC058, VOC059, VOC060, VOC61-Clean
53014 Tchr, Other CTE VOC016 Teacher Auto Mechanics - Redlined
53014 Tchr, Other CTE VOC016 Teacher Auto Mechanics - Clean
53014 Tchr, Other CTE VOC017 Teacher Airconditioning - Redlined
53014 Tchr, Other CTE VOC017 Teacher Airconditioning - Clean
53014 Tchr, Other CTE VOC018 Teacher, Welding - Redlined
53014 Tchr, Other CTE VOC018 Teacher, Welding - Clean
53014 Tchr, Other CTE VOC021 Teacher, Drafting - Redlined
53014 Tchr, Other CTE VOC021 Teacher, Drafting - Clean
53014 Tchr, Other CTE VOC031 Teacher, Building Construction-Redlined
53014 Tchr, Other CTE VOC031 Teacher, Building Construction-Clean
54001 Tchr, ADE VOC053, VOC054, VOC056- Retired - Redlined
53014 Tchr, Other CTE VOC053, VOC054, VOC056-Retired - Clean
53014 Tchr, Other CTE VOC078 Instr, Network Support Services-Redline
53014 Tchr, Other CTE VOC078 Instr, Network Support Service-Clean
53014 Teacher, Other CTE VOC118-Redlined

53014 Teacher, Other CTE VOC118 - Clean

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: MEDICAL CODER/BILLING (HEALTH OCCUPATIONS) INSTRUCTOR
State Title: Teacher, Business Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~ one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
06/27/2011
Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC087
STATE JOB CODE: 53002

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: MEDICAL CODER/BILLING (HEALTH OCCUPATIONS) INSTRUCTOR
State Title: Teacher, Business Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
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48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
06/27/2011
Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC087
STATE JOB CODE: 53002

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, BUSINESS EDUCATION
State Title: Teacher, Business Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and two years one year of experience in the CTE field of the subject area, or Associate's degree and four two years of experience, or High School Diploma/GED and six three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved: 05/22/2018
Revised: 10/25/2022
03/14/2019~~19~~24

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC002
STATE JOB CODE: 53002

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, BUSINESS EDUCATION
State Title: Teacher, Business Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and one year of experience in the CTE field of the subject area, or Associate's degree and four two years of experience, or High School Diploma/GED and six three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved: 05/22/2018
Revised: 10/25/2022
03/14/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC002
STATE JOB CODE: 53002

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, DIVERSIFIED COOPERATIVE TRAINING
State Title: Teacher, Diversified Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and ~~two years~~ one year of experience in the CTE field of the subject area, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
5/22/2018
Revised: 10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT JOB TITLE: VOC003
STATE JOB CODE: 53003

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, DIVERSIFIED COOPERATIVE TRAINING
State Title: Teacher, Diversified Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and one year of experience in the CTE field of the subject area, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved: 05/22/2018
Revised: 10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT JOB TITLE: VOC003
STATE JOB CODE: 53003

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: HEALTH SCIENCE EDUCATION INSTRUCTOR
State Title: Teacher, Health Science Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC008, VOC073, VOC074, VOC080, VOC081, VOC084, VOC085, VOC086, VOC088
STATE JOB CODE: 53004

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: HEALTH SCIENCE EDUCATION INSTRUCTOR
State Title: Teacher, Health Science Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC008, VOC073, VOC074, VOC080, VOC081, VOC084, VOC085, VOC086, VOC088
STATE JOB CODE: 53004

SCHOOL DISTRICT OF MANATEE COUNTY
LOCAL TITLE: TEACHER, FAMILY/CONSUMER SCIENCE
STATE TITLE: Teacher, Family and Consumer Sciences
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised: 10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC012
STATE JOB CODE: 53005

SCHOOL DISTRICT OF MANATEE COUNTY
LOCAL TITLE: TEACHER, FAMILY/CONSUMER SCIENCE
STATE TITLE: Teacher, Family and Consumer Sciences
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and one year of experience in the CTE field of the subject area, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised: 10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC012
STATE JOB CODE: 53005

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: FAMILY AND COMSUMER SCIENCES INSTRUCTOR
State Title: Teacher, Family and Consumer Sciences
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.

19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved ~~on~~:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC013, VOC042, VOC090, VOC091
STATE JOB CODE: 53005

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: FAMILY AND COMSUMER SCIENCES INSTRUCTOR
State Title: Teacher, Family and Consumer Sciences
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.

20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force and/or up to 10

pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC013, VOC042, VOC090, VOC091
STATE JOB CODE: 53005

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, COMMUNICATION SYSTEMS TECHNOLOGY EDUCATION
State Title: Teacher, Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and ~~two years~~one year of experience in the CTE field of the subject area, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select ,and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC070

STATE JOB CODE: 53006

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, COMMUNICATION SYSTEMS TECHNOLOGY EDUCATION
State Title: Teacher, Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and one year of experience in the CTE field of the subject area, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC070

STATE JOB CODE: 53006

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, TECHNOLOGY ED/DRAFTING
State Title: Teacher, Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and ~~two years~~one year of experience in the CTE field of the subject area, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised: 10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
JOB CODE: BAS251
STATE JOB CODE: 53006

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, TECHNOLOGY ED/DRAFTING
State Title: Teacher, Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and one year of experience in the CTE field of the subject area, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised: 10/25/2022
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
JOB CODE: BAS251
STATE JOB CODE: 53006

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TECHNOLOGY EDUCATION INSTRUCTOR
State Title: Teacher, Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024
SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADES: PXD2
SHORT TITLE: VOC050, VOC092, VOC093
STATE JOB CODE: 53006

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TECHNOLOGY EDUCATION INSTRUCTOR
State Title: Teacher, Technology Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADES: PXD2
SHORT TITLE: VOC050, VOC092, VOC093
STATE JOB CODE: 53006

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: INDUSTRIAL EDUCATION INSTRUCTOR
State Title: Teacher, Industrial Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~three years of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC024, VOC068, VOC075, VOC094, VOC019, VOC25
STATE JOB CODE: 53007

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: INDUSTRIAL EDUCATION INSTRUCTOR
State Title: Teacher, Industrial Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and three years of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC024, VOC068, VOC075, VOC094, VOC019, VOC25
STATE JOB CODE: 53007

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TEACHER, LAW ENFORCEMENT – FULL TIME
State Title: Teacher, Public Service Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC035
STATE JOB CODE: 53009

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TEACHER, LAW ENFORCEMENT – FULL TIME
State Title: Teacher, Public Service Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC035
STATE JOB CODE: 53009

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, COSMETOLOGY
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:

To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

~~To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives.~~

QUALIFICATIONS:

~~1. Bachelor's Degree from an accredited educational institution.~~
~~2. Certified by the state of Florida in appropriate area(s) and possession of necessary endorsements.~~
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:

~~Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.~~

Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:

Director of MTC or designee
~~Principal or designee~~

SUPERVISES:

Secondary (dual enrolled) and post-secondary students.
~~N/A~~

PERFORMANCE RESPONSIBILITIES:

~~1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.~~
~~2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.~~

~~3. Plan and prepare lessons which are meaningful and engaging.~~
~~4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.~~
~~5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.~~
~~6. Assist in assessing changing curricular needs and plans for improvement.~~
~~7. Maintain a positive, organized and safe learning environment.~~
~~8. Manage time, materials and equipment effectively.~~
~~9. Instruct and supervise the work of volunteers and aides when assigned.~~
~~10. Establish and maintain effective and efficient record keeping procedures.~~
~~11. Use effective student behavior management techniques.~~
~~12. Assist in enforcement of school rules, administrative regulations and School Board policies.~~
~~13. Develop effective assessment strategies to assist the continuous development of students.~~
~~14. Interpret data for diagnosis, instructional planning and program evaluation.~~
~~15. Establish appropriate testing environment and test security.~~
~~16. Demonstrate knowledge and understanding of subject matter content.~~
~~17. Apply principles of learning and effective teaching in instructional delivery.~~
~~18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.~~
~~19. Use appropriate strategies and techniques to enhance critical thinking skills in students.~~
~~20. Apply appropriate instructional modification for students with special needs.~~
~~21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.~~
~~22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.~~
~~23. Provide instruction on safety procedures and proper handling of materials and equipment.~~
~~24. Use appropriate materials, technology and resources to help meet learning needs of all students.~~
~~25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.~~
~~26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.~~
~~27. Collaborate with other professionals and parents after recognizing student distress or abuse.~~
~~28. Collaborate with peers to enhance the instructional environment.~~
~~29. Assist others in acquiring skills and knowledge in specific areas of responsibility.~~
~~30. Engage in a continuing quest for personal growth through inservice, classes and study.~~
~~31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.~~
~~32. Model professional and ethical conduct when dealing with students, peers, parents and the community.~~
~~33. Perform and fulfill all professional responsibilities.~~
~~34. Prepare all required reports and maintain all appropriate records.~~
~~35. Support school improvement initiatives by active participation in school activities, services and programs.~~
~~36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.~~
~~37. Perform other duties and responsibilities as assigned by the principal.~~
~~38. Demonstrate the appropriate level of accomplished practices.~~

1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and

expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.

35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC009
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, COSMETOLOGY
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC009
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: NAIL TECHNOLOGY INSTRUCTOR
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board Approved:
09/10/2007

Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC073
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: NAIL TECHNOLOGY INSTRUCTOR
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board Approved:
09/10/2007

Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC073
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, VOCATIONAL EDUCATION
State Title: Teacher, ~~Adult Education~~ Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.

52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
04/14/2020
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: BD1 - BACHELOR
BC1 - MASTER
BB1 - SPECIALIST
BA1 - DOCTOR
SHORT TITLE: VOC058, VOC059, VOC060, VOC061
STATE JOB CODE: ~~54001~~53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, VOCATIONAL EDUCATION
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.

52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
04/14/2020
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: BD1 - BACHELOR
BC1 - MASTER
BB1 - SPECIALIST
BA1 - DOCTOR
SHORT TITLE: VOC058, VOC059, VOC060, VOC061
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
LOCAL TITLE: TEACHER, AUTO MECHANICS
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC016
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
LOCAL TITLE: TEACHER, AUTO MECHANICS
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC016
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, AIR CONDITIONING
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
~~To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.~~
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

~~1. Bachelor's Degree from an accredited educational institution.~~
~~2. Certified by the state of Florida in appropriate area(s) and possession of necessary endorsements.~~

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.
~~Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators, and others.~~

REPORTS TO:
Director of MTC or designee
~~Principal or designee~~

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.
~~N/A~~

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.

6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.

43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

~~1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.~~
~~2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.~~
~~3. Plan and prepare lessons which are meaningful and engaging.~~
~~4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.~~
~~5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.~~
~~6. Assist in assessing changing curricular needs and plans for improvement.~~
~~7. Maintain a positive, organized and safe learning environment.~~
~~8. Manage time, materials and equipment effectively.~~
~~9. Instruct and supervise the work of volunteers and aides when assigned.~~
~~10. Establish and maintain effective and efficient record keeping procedures.~~
~~11. Use effective student behavior management techniques.~~
~~12. Assist in enforcement of school rules, administrative regulations and School Board policies.~~
~~13. Develop effective assessment strategies to assist the continuous development of students.~~
~~14. Interpret data for diagnosis, instructional planning and program evaluation.~~
~~15. Establish appropriate testing environment and test security.~~
~~16. Demonstrate knowledge and understanding of subject matter content.~~
~~17. Apply principles of learning and effective teaching in instructional delivery.~~
~~18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.~~
~~19. Use appropriate strategies and techniques to enhance critical thinking skills in students.~~
~~20. Apply appropriate instructional modification for students with special needs.~~
~~21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.~~
~~22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.~~
~~23. Provide instruction on safety procedures and proper handling of materials and equipment.~~
~~24. Use appropriate materials, technology and resources to help meet learning needs of all students.~~
~~25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.~~
~~26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.~~
~~27. Collaborate with other professionals and parents after recognizing student distress or abuse.~~
~~28. Collaborate with peers to enhance the instructional environment.~~
~~29. Assist others in acquiring skills and knowledge in specific areas of responsibility.~~
~~30. Engage in a continuing quest for personal growth through inservice, classes and study.~~
~~31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.~~

~~32. Model professional and ethical conduct when dealing with students, peers, parents and the community.~~
~~33. Perform and fulfill all professional responsibilities.~~
~~34. Prepare all required reports and maintain all appropriate records.~~
~~35. Support school improvement initiatives by active participation in school activities, services and programs.~~
~~36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.~~
~~37. Perform other duties and responsibilities as assigned by the principal.~~
~~38. Demonstrate the appropriate level of accomplished practices.~~

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC017
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, AIR CONDITIONING
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PXD2
SHORT TITLE: VOC017
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TEACHER, WELDING
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
12/12/2005
Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC018
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TEACHER, WELDING
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
12/12/2005
Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC018
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TEACHER, DRAFTING
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC021
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: TEACHER, DRAFTING
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC021
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: INSTRUCTOR, BUILDING CONSTRUCTION
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associates degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.

17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with

instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC031
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: INSTRUCTOR, BUILDING CONSTRUCTION
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved:
05/22/2018
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: VOC031
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, VOCATIONAL EDUCATION - RETIRED
State Title: Teacher, ~~Adult Education~~Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and two ~~four~~ years of experience, or High School Diploma/GED and ~~six~~ three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
04/14/2020
03/19/2024

SALARY SCHEDULE:	INSTRUCTIONAL
PAY GRADE:	BD1 - BACHELOR
	BC1 - MASTER
	BB1 - SPECIALIST
	BA1 - DOCTOR
SHORT TITLE:	VOC053, VOC054, VOC056
STATE JOB CODE:	~~54001~~53014

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, VOCATIONAL EDUCATION - RETIRED
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.
18. Facilitate problem-solving by groups and individuals.

19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.
53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018
Revised:
04/14/2020
03/19/2024

SALARY SCHEDULE:	INSTRUCTIONAL
PAY GRADE:	BD1 - BACHELOR
	BC1 - MASTER
	BB1 - SPECIALIST
	BA1 - DOCTOR
SHORT TITLE:	VOC053, VOC054, VOC056
STATE JOB CODE:	53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: NETWORK SUPPORT SERVICES TECHNOLOGY INSTRUCTOR
State Tile: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and ~~two years~~one year of experience, or Associate's degree and four years of experience, or High School Diploma/GED and six years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved on:
09/10/2007
Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC078
STATE JOB CODE: 53014

THE SCHOOL BOARD OF MANATEE COUNTY
Local Title: NETWORK SUPPORT SERVICES TECHNOLOGY INSTRUCTOR
State Tile: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide the leadership and vision necessary to create an instructional atmosphere conducive to highest possible level of student achievement and learning in the career and technical subject area, and to assume responsibility for all aspects of the career and technical education (CTE) course curriculum.

QUALIFICATIONS:
1. Bachelor's degree and one year of experience, or Associate's degree and four years of experience, or High School Diploma/GED and six years of experience in the CTE field of the subject area.
2. Certified or certifiable by the district as a career and technical education instructor in the appropriate subject area or eligible for a state issued certificate.
3. Holds certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education.

KNOWLEDGE, SKILLS, AND ABILITIES:
Positive interpersonal skills. Skill in motivating and engaging students. Effective communication skills (written and oral). Basic computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups. Demonstrated proactive orientation. Knowledge of CTE subject area, regulations, and codes. In-depth knowledge of equipment necessary or typically used in CTE area. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career/technical student organizations (SkillsUSA, HOSA, etc.). Knowledge of research, current trends, and best practices in the CTE subject area. Ability to work effectively with diverse student populations, administration, and staff at MTC.

REPORTS TO:
Director of MTC or designee

SUPERVISES:
Secondary (dual enrolled) and post-secondary students.

PERFORMANCE RESPONSIBILITIES:
1. Promote the highest possible student CTE achievement.
2. Implement and assess the assigned CTE instructional program at MTC.
3. Oversee the student CTE testing program for the career subject area.
4. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
5. Ensure instruction curricula is aligned with District, State and MTC goals and frameworks.
6. Establish a vision and mission for the assigned CTE subject area in collaboration with stakeholders.
7. Maintain and model high standards of professional conduct. Set high standards and expectations for self, others, and school.
8. Provide recognition and celebration for student, staff, and school accomplishments.
9. Provide leadership and direction for developing the best possible learning/teaching environment.
10. Keep abreast of trends and best practices in education and field of instruction through staff development, review of literature, meetings, and other means.
11. Cooperate with and support the horizontal and vertical articulation of curriculum within MTC, as well as between MTC, secondary schools and higher education.
12. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
13. Adjust strategies to accommodate unexpected situations.
14. Understand and utilize collaborative planning strategies.
15. Collaborate with others in choosing courses of action.
16. Promote and support changes in curriculum, technology, and school processes.
17. Build teams to accomplish plans, goals, and priorities.

18. Facilitate problem-solving by groups and individuals.
19. Work with employers and other stakeholders to resolve complaints or concerns.
20. Communicate effectively both orally and in writing with employers, students, teachers, and the community.
21. Be proactive in recognizing and solving school and student concerns.
22. Initiate and offer opportunities for an authentic learning and skills assessment environment in the assigned CTE subject area.
23. Use current research, performance data, and feedback from employers, industry experts, students, teachers, community, and other stakeholders to make decisions related to improvement of instructional assessment, content and curriculum, and student performance.
24. Cooperate and support development of the master schedule and the MTC student data system and scheduling needs in a timely manner.
25. Use technology effectively and support the use of effective technology for student learning and CTE achievement.
26. Consider different perspectives, alternative opinions, and sequences of each in making decisions.
27. Cooperate with and support selection of textbooks, materials, and equipment.
28. Cooperate with and support procedures for student, teacher, industry/employers, and community evaluation of curriculum.
29. Cooperate with and support special projects that may be assigned, or other CTE related assignments, for the enhancement of the school, CTE curriculum, and student achievement.
30. Inventory and ensure the security of MTC property assigned.
31. Cooperate with and support procedures implemented to monitor the accurate and timely completion of data collection and reporting requirements.
32. Cooperate with and support the supervision of all extracurricular and CTE programs at MTC.
33. Model effective listening and positive interaction skills.
34. Serve as program advisor for MTC's career-technical student organizations.
35. Implement and support School Board of Manatee County and MTC Board of Governors policy, in addition to state statutes and federal regulations as they pertain to MTC.
36. Support MTC activities including recruitment, retention, guidance, dropout prevention, health services, attendance, grading, testing, CTE certification, and other related areas.
37. Exercise proactive leadership in promoting the vision and mission of MTC and the District.
38. Maintain the minutes of the program's advisory committee that meets at least two times per school year.
39. Cooperate with and support procedures for participation in school accreditation and monitor accreditation standards at MTC.
40. Participate in District, MTC and Department meetings and other activities to enhance professional development.
41. Communicate, through the proper channels, to keep the immediate supervisor, Assistant Director, MTC Director, Adult, Career and Technical Education Executive Director, and Superintendent informed of impending problems or events of unusual nature.
42. Attend MTC-related activities and events including, but not limited to, graduation ceremonies, career-technical student organization, and other related CTE or instructional activities.
43. Use District e-mail application effectively.
44. Cooperate with and support District instructional staff in program planning.
45. Develop positive MTC/community relations and serve as a representative of the MTC in the community, and at trade and professional organization activities.
46. Participate in developing the MTC mission, vision, strategic plan, calendar, and staffing plan.
47. Attend and participate in staff meetings to discuss policy changes, instructional programs, potential concerns, and resolution of existing issues.
48. Promote and market MTC and its programs to the community.
49. Cooperate with and support procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
50. Make difficult decisions when necessary, including dealing with ineffective student or stakeholder performance.
51. Cooperate with and support procedures for resolution of discipline issues.
52. Act quickly and decisively to stop possible breaches of safety, ineffective procedures, or interference with instruction or school operations.

53. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force, and/or up to 10 pounds of force as needed to move objects. In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County. Length of the work year and hours of employment shall be those in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Board approved on:
09/10/2007
Revised:
05/22/2018
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAYGRADE: PXD2
SHORT TITLE: VOC078
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY

Local Title: TEACHER, CAREER AND TECHNICAL EDUCATION
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, ~~–~~and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and ~~two years~~one year of experience in the CTE field of the subject area, or Associate's degree and ~~four~~ two years of experience, or High School Diploma/GED and ~~six~~ three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
10/25/2022
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC118
STATE JOB CODE: 53014

SCHOOL DISTRICT OF MANATEE COUNTY

Local Title: TEACHER, CAREER AND TECHNICAL EDUCATION
State Title: Teacher, Other Career and Technical Education
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Holds appropriate state certification in the career and technical subject area or other appropriate national certification approved by Florida Department of Education, or
2. Certified or certifiable by the district as a Career and Technical Education (CTE) teacher in the appropriate subject area with necessary endorsements and industry certification, or
3. Bachelor's degree and one year of experience in the CTE field of the subject area, or Associate's degree and two years of experience, or High School Diploma/GED and three years of experience as well as hold the industry certification in the appropriate CTE subject area.

KNOWLEDGE, SKILLS, AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to meet, on a limited basis, responsibilities beyond the regular school day for career and technical student organizations (FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA). Ability to work effectively with peers, administrators, and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan, District mission, and Florida DOE frameworks.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare activities that contribute to the Career and Technical Student Organizations (CTSO) as outlined in the Florida DOE frameworks.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Support student learning for Industry Certifications that are appropriate to the program.
7. Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
8. Assist in assessing changing curricular needs and plans for improvement.
9. Maintain a positive, organized, and safe learning environment.
10. Manage time, materials, and equipment effectively.
11. Instruct and supervise the work of volunteers and aides when assigned.
12. Establish and maintain effective and efficient record keeping procedures.

13. Use effective student behavior management techniques.
14. Assist in enforcement of school rules, administrative regulations, and School Board policies.
15. Develop effective assessment strategies to assist the continuous development of students.
16. Interpret data for diagnosis, instructional planning, and program evaluation.
17. Establish appropriate testing environment and test security.
18. Demonstrate knowledge and understanding of subject matter content.
19. Apply principles of learning and effective teaching in instructional delivery.
20. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
21. Use appropriate strategies and techniques to enhance critical thinking skills in students.
22. Apply appropriate instructional modification for students with special needs.
23. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
24. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
25. Provide instruction on safety procedures and proper handling of materials and equipment.
26. Use appropriate materials, technology, and resources to help meet learning needs of all students.
27. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
28. Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
29. Collaborate with other professionals and parents after recognizing student distress or abuse.
30. Collaborate with peers to enhance the instructional environment.
31. Assist others in acquiring skills and knowledge in specific areas of responsibility.
32. Engage in a continuing quest for personal growth through inservice, classes and study.
33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
34. Model professional and ethical conduct when dealing with students, peers, parents, and the community.
35. Perform and fulfill all professional responsibilities.
36. Prepare all required reports and maintain all appropriate records.
37. Support school improvement initiatives by active participation in school activities, services, and programs.
38. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
39. Perform other duties and responsibilities as assigned by the principal.
40. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
10/25/2022
Revised:
03/19/2024

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2/PXD2
SHORT TITLE: VOC118
STATE JOB CODE: 53014

AGENDA ITEM NO. 13.4

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title

School Board of Manatee County Resolution 2024 - 002 (General Fund)

Executive Summary
School Board of Manatee County Resolution 2024 - 002 directing the Board of County Commissioners of Manatee County to place a Referendum on the Ballot on the November 5, 2024, General Election for the Electors within the School District to vote on the approval of the continuation of the (1) Mill Ad Valorem Tax for four additional years for operational purposes pursuant to Article VII, Section 9 of the Florida Constitution and Sections 101.161, 1011.71(9), and 1011.73, Florida Statutes.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Recommendation
The Superintendent recommends to approves this Resolution.

Financial Impact
There will be a cost to adding this Resolution to the General Election Ballot from the General Fund.

Contact
Initiating Department: School Board
Created by: Kevin Chapman

Attachments:
SDMC Resolution 2024-002 Millage - 3-19-24

SCHOOL BOARD OF MANATEE COUNTY
RESOLUTION 2024 - 002

A RESOLUTION DIRECTING THE BOARD OF COUNTY COMMISSIONERS OF MANATEE COUNTY TO PLACE A REFERENDUM ON THE BALLOT OF THE NOVEMBER 5, 2024, GENERAL ELECTION FOR THE ELECTORS WITHIN THE SCHOOL DISTRICT TO VOTE ON THE APPROVAL OF THE CONTINUATION OF ONE (1) MILL AD VALOREM TAX FOR FOUR ADDITIONAL YEARS FOR OPERATIONAL PURPOSES PURSUANT TO ARTICLE VII, SECTION 9 OF THE FLORIDA CONSTITUTION AND SECTIONS 101.161, 1011.71(9), AND 1011.73, FLORIDA STATUTES

WHEREAS, the School Board of Manatee County Florida (the "Board") is charged with operating the public schools within Manatee County, Florida; and

WHEREAS, the Board has as its primary goal the continued improvement of the education provided to the students attending its public schools, including public charter schools; and

WHEREAS, in the absence of the continuation of additional operating revenue generated by the additional (1) mill, the School Board and public charter schools would face a revenue shortfall that would result in significant budget cuts requiring the elimination of numerous educational and academic programs and positions; and

WHEREAS, the education funds available to the Board through traditional means such as the state funding formula and the required local effort do not maximize the resources needed to create the excellence in education that public school students deserve; and

WHEREAS, the Citizens Financial Oversight Committee which has been monitoring the use of the revenues generated by the additional (1) mill has reported that the funds are being properly used as directed by the Resolutions and Referendums that were approved by the voters. Student achievement measured by school performance has continued to rise since the additional mill was approved by the voters; and

WHEREAS, the referendum funds are utilized to add 30 more minutes of daily instructional time for students, or one full year of additional instructional time during a student's K-12 career, and since the first year of use of the additional (1) mill, the school district ranking state-wide increased from 33rd in the state to 25th in the state amongst 67 school districts; and

WHEREAS, the Board asserts the revenues generated by the additional (1) mill has resulted in increased student achievement and a higher state ranking of the District overall and should again be placed before the voters in Manatee County for renewal for four more years; and

WHEREAS, the Board intends that the revenues generated by the additional (1) mill shall be used for: school safety and security; recruiting and retaining teachers and staff; student achievement through more instructional time and supports; early literacy programs; career and technical education; STEM, visual and performing arts, athletics; and public charter schools as required by law, and that the funds shall only be used for the purposes listed above; and

WHEREAS, the referendum funds generated by the additional (1) mill must be spent in accordance with the Board's annual budget priorities and Strategic Plan and shall comply with appropriate Board Policy on maintaining adequate fund balance; and

WHEREAS, Section 1011.73(2), Florida Statutes, authorizes the qualified electors of the School District of Manatee County to approve the continuation of the current additional (1) mill for operational purposes; and

WHEREAS, the Board finds that it is in the best interest of the students in the public schools that the qualified electors be given the opportunity to approve the continuation of the additional (1) mill currently in place for an additional four (4) years to continue to improve student achievement.

WHEREAS, funds from the additional Ad Valorem Millage will be placed into the General Fund and subsequently used as authorized by the School Board for the purposes described in the Referendum. The millage retention amount will be set at the fiscal year 2024/25 baseline amount and adjusted annually, by the School Board, to keep salaries competitive.

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, AT A REGULAR SCHOOL BOARD MEETING DULY ASSEMBLED HELD ON MARCH 19, 2024, THAT:

1. The recitals set forth above are hereby adopted as findings of this Board and are incorporated herein by reference.

2. The Board of County Commissioners of Manatee County, Florida, is hereby directed to place a referendum on the ballot of the November 5, 2024, general election, at which the electors within the School District may approve the continuation of the additional ad valorem tax millage of one (1) mill for four additional years as authorized under Sections 1011.71(9) and 1011.73, Florida Statutes.

3. The substance of the millage referendum question and the ballot title shall read:

SCHOOL BOARD OF MANATEE COUNTY
AD VALOREM MILLAGE ELECTION

Shall the School Board of Manatee County continue the current 1 mill ad valorem millage from July 1, 2025, through June 30, 2029, for: school safety and security; recruiting and retaining teachers and staff; student achievement through more instructional time and supports; early literacy programs; career and technical education; STEM, visual and performing arts, athletics; and public charter schools; with oversight by an independent citizen committee to ensure proper use of funds?

___YES, for continuation

___NO, against continuation

4. The provisions of this Resolution shall supersede the provisions of any other rule, policy, or Resolution that is in conflict with and cannot be harmonized or reconciled with the provisions of this Resolution.

5. If any section, sentence, clause, or other provision of this Resolution is held invalid or unconstitutional by a court of competent jurisdiction, such invalidity or unconstitutionality shall not be construed as to render invalid or unconstitutional the remaining sections, sentences, clauses, or provisions of this Resolution.

6. This Resolution shall take effect immediately upon adoption.

PASSED AND DULY ADOPTED by the School Board of Manatee County, Florida, with a quorum present and voting this 19th day of March 2024.

ATTEST:

By:_____
Dr. Jason C. Wysong,
Superintendent

Date: _____

THE SCHOOL BOARD OF
MANATEE COUNTY, FLORIDA

By: _____
Chad Choate, III, Chair

Date: _____

AGENDA ITEM NO. 14.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval to Renew the Professional Services Contract with Cherry Bekaert, LLP to Provide Financial Auditing Services and Accounting Services of Fiscal Year 2023-2024, SDMC No. 20-0102-RG, Estimated in the Amount of $175,800.00 (General Fund)

Executive Summary
On May 12, 2020, the School Board of Manatee County approved the Auditor Selection Committee recommendation to negotiate a contract with Cherry Bekaert, LLP for external auditing services. Per the RFP, the term of the agreement will provide external auditing services to the School District of Manatee County (SDMC) for a period of five (5) years and may be renewed or renegotiated for two (2) additional one year periods, beginning with an audit of District financial statements and Schools Internal Funds financial statements for the fiscal year ending June 30, 2020, and ending after the completion and submission of the audit report for the fiscal year ending June 30, 2024.

The Letter of Engagement for the audit period of fiscal year 2023-2024 covers the scope of work to include audit of the District's financial statements, audit of the Schools Internal Accounts and preparation of Schools Internal Accounts Financial statements. Total fees for the audit services and accounting services will not exceed $175,800.00.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
Motion and approval to renew the professional services contract with Cherry Bekaert, LLP to provide financial auditing services and accounting services of fiscal year 2023-2024, SDMC No. 20-0102-RG, Estimated in the Amount of $175,800.00 (General Fund)

Financial Impact

The cost to implement this agenda item is estimated at $175,800.00. The funding source for this expenditure is General Operating Funds, and is included in the District's proposed budget for 2024-2025.

Contact

Submitting Department: School Board

Attachments:
School District of Manatee County 06-30-24 Audit Eng Ltr -EL01 (Cherry Bekaert)
Rider 1-17-24 LEGAL APPROVED VERSION.pdf

Cherry Bekaert LLP
Your Guide Forward

February 9, 2024

The School Board of Manatee County
School District of Manatee County
215 Manatee Avenue West
Bradenton, Florida 34205

Honorable Members of the School Board of Manatee County:

This engagement letter between School District of Manatee County (hereafter referred to as the "District" or "you" or "your" or "management") and Cherry Bekaert LLP (the "Firm" or "Cherry Bekaert" or "we" or "us" or "our") sets forth the nature and scope of the services we will provide, the District's required involvement and assistance in support of our services, the related fee arrangements, and other Terms and Conditions, which are attached hereto and incorporated by reference, designed to facilitate the performance of our professional services and to achieve the mutually agreed-upon objectives of the District.

Summary of services

We will provide the following services to the District as of and for the year ended June 30, 2024:

Audit and attestation services

1. We will audit the basic financial statements of the District as of and for the year ended June 30, 2024 including the governmental activities, the aggregate discretely presented component units, each major fund and the aggregate remaining fund information. We will refer to the component auditors in our audit opinion. We will also audit the basic financial statements of the Miscellaneous Special Revenue Fund (Schools Internal Accounts).

2. We will audit the schedule of expenditures of federal awards. As part of our engagement we will apply certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

3. We will read the introductory section and statistical sections accompanying the financial statements and consider whether a material inconsistency exists between the other information and the basic financial statements. In addition, we will remain alert for indications that a material inconsistency exists between the other information and knowledge obtained in the audit, or if such information contains a material misstatement of fact or is otherwise misleading. If based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

4. We will audit the combining and individual fund financial statements and schedules. As part of our engagement, we will apply certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

5. We will apply limited procedures to the management's discussion and analysis (MD&A), and remaining Required Supplementary Information, which will consist of inquiries of the District's management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the financial statements.

6. We will examine the District's compliance with the requirements of Section 218.415, Florida Statutes, during the District's fiscal year ended June 30, 2024. Our examination will be conducted in accordance with the attestation standards established by the American Institute of Certified Public Accountants. Accordingly, it will include tests of the District's records and other procedures we consider necessary to enable us to express an opinion as to whether the District complied, in all material respects, with the aforementioned requirements.

Nonattest accounting and other services

We will provide the following additional services:

1. Assist in the preparation of the financial statements and disclosures for the Schools Internal Accounts.
2. Complete the appropriate sections of and sign the Data Collection Form.

Your expectations

Our services plan, which includes our audit plan, is designed to provide a foundation for an effective, efficient, and quality-focused approach to accomplish the engagement objectives and meet or exceed the District's expectations. Our services plan will be reviewed with you periodically and will serve as a benchmark against which you will be able to measure our performance. Any additional services that you may request, and that we agree to provide, will be the subject of separate written arrangements.

The District recognizes that our professional standards require that we be independent from the District in our audit of the District's financial statements and our accompanying report in order to ensure that our objectivity and professional skepticism have not been compromised. As a result, we cannot enter into a fiduciary relationship with the District and the District should not expect that we will act only with due regard to the District's interest in the performance of this audit, and the District should not impose on us special confidence that we will conduct this audit with only the District's interest in mind. Because of our obligation to be independent of the District, no fiduciary relationship will be created by this engagement or audit of the District's financial statements.

The engagement will be led by Scott Anderson, who will be responsible for assuring the overall quality, value, and timeliness of the services provided to you.

Audit and attestation services

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996 and *Title 2 U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"); and Chapter 10.800, Rules of the Auditor General of the State of Florida. The objective of our audit is to obtain reasonable assurance about whether the

District's basic financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether the District's basic financial statements are presented fairly, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the Summary of Services section when considered in relation to the basic financial statements taken as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements in conformity with the basis of accounting noted above. The objective also includes reporting on:

- Internal control over financial reporting and compliance with the provisions of applicable laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Uniform Guidance and Chapter 10.800, Rules of the Auditor General of the State of Florida.

Auditor's responsibilities for the audit of the financial statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of accounting records, a determination of major programs in accordance with Uniform Guidance, and other procedures as deemed necessary to enable us to express such an opinion or opinions about whether the financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America ("GAAP"). We will also:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Obtain an understanding of the District and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risk, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion(s). The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Nonattest accounting and other services

In connection with any of the audit, accounting, or other services noted below, we will provide a copy of all schedules or other support for you to maintain as part of your books and records supporting your financial statements. You agree to take responsibility for all documents provided by Cherry Bekaert and will retain copies based on your needs and document retention policies. By providing these documents to you, you confirm that Cherry Bekaert is not responsible for hosting your records or maintaining custody of your records or data and that Cherry Bekaert is not providing business continuity or disaster recovery services. You confirm you are responsible for maintaining internal controls over your books and records including business continuity and disaster recovery alternatives. In addition, any documents provided to Cherry Bekaert by the District in connection with these services will be considered to be copies and will not be retained by Cherry Bekaert after completion of the accounting and other services. You are expected to retain anything you upload to a Cherry Bekaert portal and are responsible for downloading and retaining anything we upload in a timely manner. Portals are only meant as a method of transferring data, are not intended for the storage of client information, and may be deleted at any time. You are expected to maintain control over your accounting systems to include the licensing of applications and the hosting of said applications and data. We do not provide electronic security or back-up services for any of your data or records. Giving us access to your accounting system does not make us hosts of information contained within.

The accounting and other services described in this section are nonaudit services, which do not constitute audit services under *Government Auditing Standards*, and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming District's management responsibilities.

In conjunction with providing these accounting and other services, we may use third party software or templates created by Cherry Bekaert for use on third party software. Management expressly agrees that the District has obtained no rights to use such software or templates and that Cherry Bekaert's use of the District's data in those applications is not deemed to be hosting, maintaining custody, providing business continuity, or disaster recovery services.

Accounting services

We will advise District's management about the application of appropriate accounting principles, and may propose adjusting journal entries to the District's financial statements. The District's management is responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on the District's financial statements. If, while reviewing the journal entries, the District's management determines that a journal entry is inappropriate, it will be the District's management's responsibility to contact us to correct it.

Financial statement preparation

We will assist in the preparation of the Schools Internal Accounts financial statements and disclosures, based on information provided by the District. However, the responsibility for the School Internal Accounts financial statements and disclosures remains with the District's management. This responsibility includes establishing and maintaining adequate records and effective internal controls over financial reporting, the selection and application of accounting principles, the safeguarding of assets, and adjusting the financial statements for any material misstatements as well as reviewing and approving for publication the draft financial statements prepared with our assistance.

Data collection form

We will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will provide copies of our reports to the District; however, it is the District's management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the designated federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period.

District's management responsibilities related to accounting and other services

For all nonattest services we perform in connection with the engagement, you are responsible for designating a competent employee to oversee the services, make any management decisions, perform any management functions related to the services, evaluate the adequacy of the services, retain relevant copies supporting your books and records, and accept overall responsibility for the results of the services.

Prior to the release of the report, the District's management will need to sign a representation letter acknowledging its responsibility for the results of these services, and acknowledging receipt of all appropriate copies.

District's management responsibilities related to the audit

The District's management is responsible for (1) designing, implementing, and maintaining effective internal controls, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4)

ensuring that the District's management and financial information is reliable and properly reported. The District's management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationship in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

The District's management is responsible for making all financial records and related information available to us, including additional information that is requested for purposes of the audit (including information from outside of the general and subsidiary ledgers), and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which it is aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit and (4) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) the District's management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or other. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, that we report. Additionally, as required by the Uniform Guidance, it is the District's management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

The District's management is responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial

statements with any presentation of the schedule of expenditures of federal awards that includes our report. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period or, if they have changed, the reasons for such changes); and (4) the District has disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

The District's management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. The District's management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing District's management views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

The District's management agrees to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Reporting

Our report will be addressed to the School Board of Manatee County. Circumstances may arise in which our report may differ from its expected form and content based on the result of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion or add emphasis-of-matter or other-matter paragraphs to our auditor's report, or if necessary, withdraw from this engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also issue written reports upon completion of our Single Audit. The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Indemnification for known misrepresentations

The Firm will rely on the District's management providing the above noted representations to us, both in the planning and performance of the audit, and in considering the fees that we will charge to perform the audit. Because of the importance of management's representations to the effective performance of our services, the District will release, indemnify, and hold harmless the Firm and its personnel from any claims, liabilities, costs, and expenses relating to our services under this letter arising in circumstances where there has been a known misrepresentation by an officer or employee of the District regardless of whether such officer or employee was acting in the District's interest. The provisions of this paragraph shall apply regardless of the form of action, damage, claim, liability, cost, expense or loss asserted, whether in contract, statute, tort (including but not limited to negligence), or otherwise. This provision will survive termination of this letter.

Fees

The estimated fees contemplate only the services described in the Summary of Services section of this letter. You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you concerning the scope of the additional services and the estimated fees which will be at our standard billing rates noted in the table below. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

Standard Bill Rates

Skill Level	Bill Rate
Partner/ Director	$ 285
Senior Manager	$ 200
Manager	$ 175
Senior Accountant	$ 130
Staff Accountant	$ 105
Paraprofessional	$ 75
Specialist	$ 230-480

The following summarizes the fees for the services described above:

Description of services

Audit services	
Audit of the District's financial statements	$ 109,000
Audit of the Schools Internal Accounts financial statements	62,800
Accounting services	
Schools Internal Accounts Financial statements preparation	4,000
Completion of Data Collection Form	included
Total	$ 175,800

The fees will be billed periodically. Invoices are due on presentation. A service charge will be added to past due accounts equal to 1½% per month (18% annually) on the previous month's balance less payments received during the month, with a minimum charge of $2.00 per month.

If the foregoing is in accordance with your understanding, please sign a copy of this letter in the space provided and return it to us. No change, modification, addition, or amendment to this letter shall be valid unless in writing and signed by all parties. The parties agree that this letter may be electronically signed and that the electronic signatures will be deemed to have the same force and effect as handwritten signatures.

If you have any questions, please call Scott Anderson at (919) 782-1040.

Sincerely,

CHERRY BEKAERT LLP

Cherry Bekaert LLP

ATTACHMENT – Engagement Letter Terms and Conditions

SCHOOL DISTRICT OF MANATEE COUNTY

ACCEPTED BY: _____

TITLE: _____ DATE: _____

Cherry Bekaert LLP
Engagement Letter Terms and Conditions

The following terms and conditions are an integral part of the attached engagement letter and should be read in their entirety in conjunction with your review of the letter.

Limitations of the audit report

Should the District wish to include or incorporate by reference these financial statements and our report thereon into *any* other document at some future date, we will consider granting permission to include our report into another such document at the time of the request. However, we may be required by generally accepted auditing standards ("GAAS") to perform certain procedures before we can give our permission to include our report in another document such as an annual report, private placement, regulator filing, official statement, offering of debt securities, etc. You agree that the District will not include or incorporate by reference these financial statements and our report thereon, or our report into any other document without our prior written permission. In addition, to avoid unnecessary delay or misunderstandings, it is important to provide us with timely notice of your intention to issue any such document.

Limitations of the audit process

In conducting the audit, we will perform tests of the accounting records and such other procedures as we consider necessary in the circumstances to provide a reasonable basis for our opinion on the financial statements. We also will assess the accounting principles used and significant estimates made by the District's management, as well as evaluate the overall financial statement presentation.

Our audit will include procedures designed to obtain reasonable assurance of detecting misstatements due to errors or fraud that are material to the financial statements. Absolute assurance is not attainable because of the nature of audit evidence and the characteristics of fraud. For example, audits performed in accordance with GAAS are based on the concept of selective testing of the data being examined and are, therefore, subject to the limitation that material misstatements due to errors or fraud, if they exist, may not be detected. Also, an audit is not designed to detect matters that are immaterial to the financial statements. In addition, an audit conducted in accordance with GAAS does not include procedures specifically designed to detect illegal acts having an indirect effect (e.g., violations of fraud and abuse statutes that result in fines or penalties being imposed on the District) on the financial statements.

Similarly, in performing our audit we will be aware of the possibility that illegal acts may have occurred. However, it should be recognized that our audit provides no assurance that illegal acts generally will be detected, and only reasonable assurance that illegal acts having a direct and material effect on the determination of financial statement amounts will be detected. We will inform you with respect to errors and fraud, or illegal acts that come to our attention during the course of our audit unless clearly inconsequential. In the event that we have to consult with the District's counsel or counsel of our choosing regarding any illegal acts we identify, additional fees incurred may be billed to the District. You agree that the District will cooperate fully with any procedures we deem necessary to perform with respect to these matters.

We will issue a written report upon completion of our audit of the District's financial statements. If, for any reason, we are unable to complete the audit, or are unable to form, or have not formed an opinion on the financial statements, we may decline to express an

opinion or decline to issue a report as a result of the engagement. We will notify the appropriate party within your organization of our decision and discuss the reasons supporting our position.

Audit procedures – general

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve professional judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the District's management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by the District's management or employees acting on behalf of the District. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits, nor do they expect auditors to provide reasonable assurance of detecting waste and abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of the District's management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditor is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, funding sources, creditors and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit procedures – internal controls

Our audit will include obtaining an understanding of the District and its environment, including internal controls relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion(s). The risk of not detecting a material

misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control, including cybersecurity, and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards.*

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to the District‘s management and those charged with governance internal control related matters that are required to be communicated under American Institute of Certified Public Accountants (“AICPA”) professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit procedures - compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws and regulations, contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District’s major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District’s compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Nonattest services

All nonattest services to be provided in the attached engagement letter (if applicable) shall be provided pursuant to the AICPA Code of Professional Conduct. The AICPA Code of Professional Conduct requires that we establish objectives of the engagement and the services to be performed, which are described under nonattest services in the attached letter.

You agree that the District's designated individual will assume all the District's management responsibilities for the nonattest services we provide; oversee the services by designating an individual, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them. In order to ensure we provide such services in compliance with all professional standards, the designated individual is responsible for:

- Making all financial records and related information available to us
- Ensuring that all material information is disclosed to us
- Granting unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence
- Identifying and ensuring that such nonattest complies with the laws and regulations

The accuracy and appropriateness of such nonattest services shall be limited by the accuracy and sufficiency of the information provided by the District's designated individual. In the course of providing such nonattest services, we may provide professional advice and guidance based on knowledge of accounting, tax and other compliance, and of the facts and circumstances as provided by the District's designated individual. Such advice and guidance shall be limited as permitted under the AICPA Code of Professional Conduct.

Communications

At the conclusion of the audit engagement, we may provide the District's management and those charged with governance a letter stating any significant deficiencies or material weaknesses which may have been identified by us during the audit and our recommendations designed to help the District make improvements in its internal control structure and operations related to the identified matters discovered in the financial statement audit. As part of this engagement, we will ensure that certain additional matters are communicated to the appropriate members of the District. Such matters include (1) our responsibilities under GAAS, (2) the initial selection of and changes in significant accounting policies and their application, (3) our independence with respect to the District, (4) the process used by District's management in formulating particularly sensitive accounting estimates and the basis for our conclusion regarding the reasonableness of those estimates, (5) audit adjustments, if any, that could, in our judgment, either individually or in the aggregate be significant to the financial statements or our report, (6) any disagreements with the District's management concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements, (7) our views about matters that were the subject of the District's management's consultation with other accountants about auditing and accounting matters, (8) major issues that were discussed with the District's management in connection with the retention of our services, including, among other matters, any discussions regarding the application of accounting principles and auditing standards, and (9) serious difficulties that we encountered in dealing with the District's management related to the performance of the audit.

Other matters

Access to working papers

The working papers and related documentation for the engagement are the property of the Firm and constitute confidential information. We have a responsibility to retain the documentation for a period of time to satisfy legal or regulatory requirements for records retention. It is our policy to retain all workpapers and client information for seven years from the date of issuance of the report. It is our policy to retain emails and attachments to emails for a period of 12 months, except as required by any governmental regulation. Except as

discussed below, any requests for access to our working papers will be discussed with you prior to making them available to requesting parties. Any parties seeking voluntary access to our working papers must agree to sign our standard access letter.

We may be requested to make certain documentation available to regulators, governmental agencies (e.g., SEC, PCAOB, HUD, DOL, etc.), or their representatives ("Regulators") pursuant to law or regulations. If requested, access to the documentation will be provided to the Regulators. The Regulators may intend to distribute to others, including other governmental agencies, our working papers and related documentation without our knowledge or express permission. You hereby acknowledge and authorize us to allow Regulators access to and copies of documentation as requested. In addition, our Firm, as well as all other major accounting firms, participates in a "peer review" program covering our audit and accounting practices as required by the AICPA. This program requires that once every three years we subject our quality assurance practices to an examination by another accounting firm. As part of the process, the other firm will review a sample of our work. It is possible that the work we perform for the District may be selected by the other firm for their review. If it is, they are bound by professional standards to keep all information confidential. If you object to having the work we do for you reviewed by our peer reviewer, please notify us in writing.

Electronic transmittals

During the course of our engagement, we may need to electronically transmit confidential information to each other, within the Firm, and to other entities engaged by either party. Although email is an efficient way to communicate, it is not always a secure means of communication and thus, confidentiality may be compromised. As an alternative, we recommend using our Client Portal ("Portal") to transmit documents. Portal allows the District, us, and other involved entities to upload and download documents in a secure location. You agree to the use of email, Portal, and other electronic methods to transmit and receive information, including confidential information, between the Firm, the District, and other third party providers utilized by either party in connection with the engagement.

Use of third party providers and alternative practice structure

Cherry Bekaert LLP and Cherry Bekaert Advisory LLC (an associated, but not affiliated entity) are parties to an administrative services agreement ("ASA"). Cherry Bekaert LLP and Cherry Bekaert Advisory LLC are operating in an arrangement commonly described as an "alternative practice structure". Pursuant to the ASA, Cherry Bekaert LLP leases professional and administrative staff, both of which are employed by Cherry Bekaert Advisory LLC, to support Cherry Bekaert LLP's performance under this engagement letter. As a result, Cherry Bekaert LLP will share your confidential information with Cherry Bekaert Advisory LLC so that the leased employees are able to support Cherry Bekaert LLP's performance under this engagement letter. These leased employees are under the direct control and supervision of Cherry Bekaert LLP, which is solely responsible for the professional performance of the services under this engagement letter. The leased employees are subject to the standards governing the accounting profession, including the requirement to maintain the confidentiality of client information, and Cherry Bekaert LLP and Cherry Bekaert Advisory LLC have contractual agreements requiring confidential treatment of all client information.

To the extent Cherry Bekaert Advisory LLC will provide tax, advisory, and/or consulting services to you, Cherry Bekaert LLP will provide Cherry Bekaert Advisory LLC with access to your accounting, financial, and other records that Cherry Bekaert LLP maintains to enable Cherry Bekaert Advisory LLC to provide those services to you.

In addition to the structure noted above, in the normal course of business, we may on occasion use the services of an independent contractor or a temporary or loaned employee, all of whom may be considered a third party service provider. On these occasions, we remain responsible for the adequate oversight of all services performed by the third party service provider and for ensuring that all services are performed with professional competence and due professional care. We will adequately plan and supervise the services provided by the third party service provider; obtain sufficient relevant data to support the work product; and review compliance with technical standards applicable to the professional services rendered. We will enter into a contractual agreement with the third party service provider to maintain the confidentiality of information and be reasonably assured that the third party service provider has appropriate procedures in place to prevent the unauthorized release of confidential information to others.

Subpoenas

In the event we are requested or authorized by the District, or required by government regulation, subpoena, or other legal process to produce our working papers or our personnel as witnesses with respect to our engagement for the District, the District will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expense, as well as the fees and expenses of our counsel, incurred in responding to such a request at standard billing rates.

Waiver of trial by jury

In the event the parties are unable to successfully arbitrate any dispute, controversy, or claim, the parties agree to WAIVE TRIAL BY JURY and agree that the court will hear any matter without a jury.

Independent contractor

Each party is an independent contractor with respect to the other and shall not be construed as having a trustee, joint venture, agency, or fiduciary relationship.

No third party beneficiaries

The parties do not intend to benefit any third party by entering into this agreement, and nothing contained in this agreement confers any right or benefit upon any person or entity who or which is not a signatory of this agreement.

Statute of limitations

The District agrees not to bring any claims against any partner or employee of the Firm in any form for any reason. The District and the Firm agree that any suit arising out of or related to the services contemplated by this engagement letter must be filed within one year after the cause of action arises. The cause of action arises upon the earlier of (i) delivery of the final work product for which the firm has been engaged, (ii) where applicable, filing of the final work product for which the firm has been engaged, or (iii) the date which the services contemplated under this engagement letter are terminated by either party.

Terms and conditions supporting fees

The estimated fees set forth in the attached engagement letter are based on anticipated full cooperation from the District’s personnel, timely delivery of requested audit schedules and

supporting information, timely communication of all significant accounting and financial reporting matters, the assumption that unexpected circumstances will not be encountered during the audit, as well as working space and clerical assistance as mutually agreed upon and as is normal and reasonable in the circumstances. We strive to ensure that we have the right professionals scheduled on each engagement. As a result, sudden District requested scheduling changes or scheduling changes necessitated by the agreed information not being ready on the agreed-upon dates can result in expensive downtime for our professionals. Any last minute schedule changes that result in downtime for our professionals could result in additional fees. Our estimated fees do not include assistance in bookkeeping or other accounting services not previously described. If, for any reason, the District is unable to provide such schedules, information, and assistance, the Firm and the District will mutually revise the fee to reflect additional services, if any, required of us to achieve these objectives.

The estimated fees contemplate that the District will provide adequate documentation of its systems and controls related to significant transaction cycles and audit areas.

In providing our services, we will consult with the District with respect to matters of accounting, financial reporting, or other significant business issues as permitted by professional standards. Accordingly, time necessary to affect a reasonable amount of such consultation is reflected in our fees. However, should a matter require research, consultation, or audit work beyond that amount, the Firm and the District will agree to an appropriate revision in our fee.

The estimated fees are based on auditing and accounting standards effective as of the date of this engagement letter and known to apply to the District at this time. Unless otherwise indicated, estimated fees do not include any time related to the application of new auditing or accounting standards that impact the District for the first time. If new auditing or accounting standards are issued subsequent to the date of this letter and are effective for the period under audit, we will estimate the impact of any such standard on the nature, timing, and extent of our planned audit procedures and will communicate with the District concerning the scope of the additional procedures and the estimated fees.

The District agrees to pay all costs of collection (including reasonable attorneys' fees) that the Firm may incur in connection with the collection of unpaid invoices. In the event of nonpayment of any invoice rendered by us, we retain the right to (a) suspend the performance of our services, (b) change the payment conditions under this engagement letter, or (c) terminate our services. If we elect to suspend our services, such services will not be resumed until your account is paid. If we elect to terminate our services for nonpayment, the District will be obligated to compensate us for all time expended and reimburse us for all expenses through the date of termination.

This engagement letter sets forth the entire understanding between the District and the Firm regarding the services described herein and supersedes any previous proposals, correspondence, and understandings whether written or oral. Any subsequent changes to the terms of this letter, other than additional billings, will be rendered in writing and shall be executed by both parties. Should any portion of this engagement letter be ruled invalid, it is agreed that such invalidity will not affect any of the remaining portions.

SCHOOL DISTRICT OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

1. **CONFLICTING TERMS: Notwithstanding any provision to the contrary in the agreement to which this Rider is attached and made a part of, the parties hereby agree that in the event of a conflict between the terms of the agreement and the terms of this rider, this rider shall control.**

2. **COMPLIANCE WITH JESSICA LUNSFORD ACT: C**ontractor and their subcontractors shall comply with the Jessica Lunsford Act (JLA). Contractor/subcontractor shall comply with Sections 1012.465, 1012.467, 1012.468, Florida Statutes, and all other applicable Florida laws governing background screening requirements, fingerprinting and criminal history checks. Contractor, Contractor's personnel and subcontractors who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds shall meet the screening requirements of Section 1012.32, Florida Statutes. Contractor hereby indemnifies and holds harmless the District for any claims made against the District related to the failure of Contractor or Contractor's personnel or subcontractors to comply with any of the laws referenced in this paragraph or related to Contractor's obligation to comply with the Jessica Lunsford Act and Florida law governing background screening requirements.

   For information on JLA, requirements visit http://www.manateeschools.net/jessicalunsford. The Contractor information sheet, addendum A, must be completed and returned with the signed contract where the contractor is performing services on any District property.

3. **CHILD NEGLECT:** The Contractor and its agents and employees shall be subject to the requirements of §39.201, Florida Statutes, that requires the duty to report all actual or suspected cases of child abuse, abandonment or neglect to the statewide toll-free telephone number of the central abuse hotline.

4. **INDEMNIFICATION:** Contractor shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by the Contractor, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement. Notwithstanding anything contained herein to the contrary, if any provision of this Agreement or its incorporated exhibits obligates the District to indemnify the Contractor, District's obligation to indemnify the Contractor shall only be to the extent permitted by law and subject to the applicable limitations set forth in Section 768.28, Florida Statues.

5. **INSURANCE:** The Contractor shall furnish the District with proof of:

   (1) Statutory Limits of Worker's Compensation in compliance with Chapter 440, Florida Statute, if required.
   (2) Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence.
   (3) a. Automobile Liability Insurance in an amount equal to or greater than $1,000,000.00 per person.
   b. Automobile Liability Insurance equal to or greater than $1,000,000.00 per occurrence for property damage or $1,000,000.00 combined single limit.
   (4) Contractual Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence. Policy must include endorsement for indemnification in the event third party damages are sought against the School District.
   (5) Completed Operations Endorsement equal to or greater than $1,000,000.00 per occurrence.
   (6) Independent Contractors Endorsement in an amount equal to or greater than $1,000,000.00 per occurrence.

   Certificate(s) of Insurance listing The School District of Manatee County, Florida, as an additional insured must be received by District's Risk Manager within 10 days after the Effective Date of this Agreement. Any policy shall include substantially the following provision: The School District of Manatee County, Florida, shall be furnished written notice 30 days in advance of the effective date of any reduction in or cancellation of this policy." Contractor shall immediately notify District upon lapse in coverages required by this Agreement or cancellation of any of the insurance policies. Contractor shall not provide any services under this Agreement during any such period of lapse or after cancellation of the insurance coverages required herein without the express written permission of the District's Risk Manager. District shall be under no obligation to pay Contractor for any services provided or for any costs associated with this Agreement for any period of time concurrent with any lapse in coverage.

6. **SOVEREIGN IMMUNITY**: Contractor acknowledges and agrees that the District does not waive its immunity and nothing herein, including the naming of the District as an additional insured, shall be interpreted or deemed as a waiver of the District's rights, including the limitation of waiver of immunity, as set forth in Section 768.28, Florida Statutes, or any other statutes, and District expressly reserves these rights to the full extent allowed by law. All defenses relative to sovereign immunity are expressly reserved by the District.

7. **THIRD PARTY BENEFICIARIES:** The parties to this Agreement do not intend that this Agreement benefit any third party, and nothing herein should be construed as consent by either party to be sued by third parties in any matter arising out of this Agreement.

8. **ACCESS TO AND RETENTION OF DOCUMENTATION:** The District, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Contractor which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records, and records required under any state or federal rules, regulations or laws respecting audit, for a period of five District fiscal years after completion or termination of this Agreement.

9. **COMPLIANCE WITH THE PUBLIC RECORDS ACT:** By entering into this Agreement, Contractor acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Contractor is

performing services on behalf of District, Contractor shall:

a. Keep and maintain public records required by District to perform pursuant to the Agreement.

b. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Contractor does not transfer the records to District.

d. Upon completion of this Agreement, transfer, at no cost, to District all public records in possession of Contractor or keep and maintain public records required by District to perform the service. If Contractor transfers all public records to District upon completion of this Agreement, Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Contractor keeps and maintains public records upon completion of this Agreement, Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to District, upon request from District's custodian of public records, in a format that is compatible with the information technology systems of District.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT: 941-708-8770, PUBLICRECORDS@MANATEESCHOOLS.NET, 215 MANATEE AVENUE WEST, BRADENTON, FLORIDA, 34205.

10. **TERMINATION FOR CAUSE:** Either Party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching Party must provide written notice of the material breach and a thirty (30) day cure period. Payments made to Contractors or recoveries by The District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by the Contractor to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Contractor in conjunction with this Agreement.

11. **TERMINATION FOR CONVENIENCE:** This Agreement may be terminated by the District or Contractor for any lawful reason or for no reason by giving the other party no less than 30 days written notice of intent to terminate. Contractor shall be entitled to payment and profit for work completed to the time of termination only together with any costs reasonably incurred by Contractor that are directly attributable to the termination, but Contractor shall not be entitled to any other or further recovery against District, including anticipated fees, profit on work not required to be performed, or attorneys' or legal fees and costs.

12. **ENTIRE AGREEMENT:** This Agreement and its Exhibits, if any, constitute the final and entire agreement between the parties with respect to the subject matter contained herein and are intended to be an integration of all prior negotiations and understandings. The Agreement and its Exhibits supersede all prior agreements, negotiations, understandings, and representations, whether written or oral. Consultant and District shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein. This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument.

13. **AMENDMENTS:** This Agreement may not be amended, canceled, changed, discharged, modified, rescinded, supplemented, or terminated other than as expressly provided herein, except by any instrument in writing executed by all parties hereto.

14. **WAIVER**: The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

15. **GOVERNING LAW**: This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. Venue for resolution of all disputes, whether by mediation, arbitration, or litigation shall lie in Manatee County, Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted exclusively to the jurisdiction of the state courts of the Twelfth Judicial Circuit of Manatee County, Florida. The parties forever waive the right to trial by jury for all litigation between the parties arising out of or related to this Agreement. The parties agree to have any such dispute settled by a judge alone, without a jury.

16. **BINDING EFFECT:** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and permitted assigns.

17. **ASSIGNABILITY:** The parties may not assign this Agreement or any right or obligation of this Agreement without prior written consent of the other party.

18. **FORCE MAJEURE:** The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. If the Force Majeure persists more than 90 days, any party may elect to terminate this Agreement upon written notice per paragraph 11, Termination for Convenience.

19. **SEVERABILITY:** If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

20. **NOTICE; ELECTRONIC COMMUNICATIONS:** Any and all notices, approvals, claims, consents, demands, requests, or other communications between the parties (Notices) shall be in writing. All Notices pertaining to breach or termination or to designate a different recipient or address for notice shall be given by hand-delivery in person or sent by certified mail, postage prepaid, return receipt requested, and addressed as follows:

If to Contractor:	Name of firm, Contact Name, Address
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

All other Notices shall be hand delivered, sent by certified or registered mail, return receipt requested, sent by facsimile, or sent by electronic mail or other electronic means and addressed to the respective representatives at the addresses they respectively designate. All Notices shall be deemed effective and received upon actual receipt by the party to which such notice is given if hand delivered, sent by facsimile, electronic mail or other electronic means or 5 days after mailing, whichever occurs first.

21. **AUTHORITY TO EXECUTE:** The individual executing this Agreement on behalf of the Contractor is duly and fully authorized to execute this Agreement on behalf of the Contractor and to bind the Contractor to each and every condition and covenant of the Agreement.

22. **INDEPENDENT CONTRACTOR:** Contractor is an independent contractor and District has no supervisory authority or control over Contractor or Contractor's employees in the performance of this Agreement. Neither Contractor nor Contractor's employees shall be deemed agents or employees of District and any representation to the contrary by Contractor or its employees shall constitute a violation of this Agreement and shall be grounds for immediate Termination for Cause. Contractor shall not employ, contract with, or otherwise use the services of any officer or employee of District. Contractor certifies that its owner(s), officers, directors or agents, and members of their Immediate family, do not have an employee relationship or other material Interest with District.

23. **STANDARDS OF CONDUCT:** Contractor will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District Policies, will apply to Contractor's employees and employees of Contractor's subcontractors.

24. **COMPLIANCE WITH REGULATIONS:** Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by Contractor will in no way be a cause for relief from responsibility. Contractor shall have in their possession and must provide all applicable insurance, permits, licenses, etc., which may be required by federal, state, or county law to furnish services under the scope of this Agreement. Contractor must not be in violation of any zoning or other ordinances in the performance of this Agreement.

25. **SCHOOL DISTRICT POLICY:** In accordance with District policy, no contract for providing supplies, equipment or services shall be effective with any individual or business entity in which any board member of District or District's Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which District's Superintendent, any board member of District, or any spouse or child of the foregoing has an employment relationship or a material interest. No District employee may directly or indirectly purchase or recommend for purchase goods or services from any business organization in which his/her spouse or child has a material interest as defined in Chapter 112, Florida Statutes.

26. **SAFETY STANDARDS**: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

27. **TAX EXEMPTIONS:** When purchasing directly from a supplier the District is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

28. **POSSESSION OF FIREARMS:** Possession of firearms will not be tolerated on any District property or setting that is under the control and supervision of District for the purpose of school activities approved and authorized by District. No person who has a firearm in their vehicle may park their vehicle on District property. If any employee or independent contractor of Contractor, or any of its subcontractors, is found to have brought a firearm on District property, said individual shall be immediately removed from District property by Contractor and barred from performing further work relative to the Agreement. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District. "Firearm" has the meaning given in Section 790.001, Florida Statutes.

29. **CRIMINAL ACTS:** Employment and performing work relative to the Agreement by the Contractor, or any of its subcontractors, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude (as defined by Fla. Admin. Code R. 6A-10.083) will not be tolerated. If it is determined that any person with such criminal history is performing work relative to the Agreement, Contractor agrees to take all steps necessary to remove such person from performing work relative to the Agreement and District property. District shall have the right to terminate this Agreement if Contractor does not comply with this provision.

30. **POSSESSION/USE/UNDER THE INFLUENCES OF MIND-ALTERING SUBSTANCES:** Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Contractor's employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from

performing work relative to the Agreement by Contractor. If a subcontractor fails to terminate said employee or independent contractor, Contractor shall terminate its agreement with the subcontractor. If Contractor fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

31. **CONTACT WITH STUDENTS:** Unless otherwise specified, Contractor will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement to have direct or indirect contact with students while performing pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and the issuance of a trespass notice from District. Contractor shall be responsible for insuring compliance by all employees, independent contractors, subcontractors or other persons involved in any manner with work pursuant to this Agreement.

32. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

33. **INVOICE REQUIREMENTS:** The invoice shall contain the following basic information: the Contractor's name and address, invoice number, date of invoice, description of the service performed, the contract number, purchase order number, and any discounts. The invoice shall be in detail sufficient for a proper pre-audit and post audit thereof. Each bill or invoice must properly identify the services, portion of services, and expenses for which compensation is sought.

34. **PAYMENT:** The District complies with the Local Government Prompt Payment Act (sections 218.70-218.80 Florida Statutes). Unless otherwise required by the Local Government Prompt Payment Act, invoice payment is Net 45 days from the date of delivery or the receipt of satisfactory invoice, whichever occurs last, unless invoices specify early payment discounts. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.

35. **EMPLOYMENT ELIGIBILITY VERIFICATION ("E-VERIFY"):** By entering into this Agreement with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning July 1, 2023, a private employer with 25 or more employees shall use the E-Verify system to verify a new employee's employment eligibility, located at https://e-verify.uscis.gov/emp. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

    The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

    The Contractor will require all Subcontractors who work on this contract to use the E-Verify System for any subcontracted employees hired during this contract. The Contractor will verify Subcontractor's compliance with an affidavit stating whether the Subcontractor uses the E-Verify System as evidenced by Subcontractor's E-Verify System Number or that the Subcontractor is not an unauthorized alien and does not employ, contract with or subcontract with unauthorized aliens defined by this statute. The Contractor will maintain and provide the Subcontractor's affidavits to the School District on request during this contract.

    Termination: With good faith belief that the Contractor knowingly violated this section, the School District will terminate the contract. Further, with good faith believe that the Subcontractor knowingly violated this section, the School District will promptly notify the Contractor and the Contractor will immediately terminate the Contractor's contract with the Subcontractor. A contract terminated for noncompliance with E-Verify is not a breach of contract and may not be considered as such.

    To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

    CONTRACTOR E-VERIFY NUMBER: _____

36. **CERTIFICATION REGARDING SCRUTINIZED ACTIVITIES:** Section 287.135(2)(a), Florida Statutes, prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of any amount if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, Florida Statutes, or is engaged in a boycott of Israel. Section 287.135(2)(b), Florida Statutes, further prohibits a company from bidding on, submitting a proposal for, or entering into or renewing a contract for goods or services of one million dollars or more if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in Iran Terrorism Sectors List, created pursuant to Section 215.473, Florida Statutes, or the company is engaged in business operations in Cuba or Syria. Entering into this Agreement constitutes certification by Contractor that it is not listed on any of the following: (a) the Scrutinized Companies that Boycott Israel List, (b) Scrutinized Companies with Activities in Sudan List, or (c) the Scrutinized Companies with Activities in Iran Terrorism Sectors List. Contractor further certifies that it is not engaged in a boycott of Israel or engaged in business operations in Cuba or Syria. Contractor acknowledges that pursuant to Section 287.135, Florida Statutes, the submission of a false certification may subject it to civil penalties, attorney's fees, and/or costs. Contractor further understands that this Agreement with District for goods or services of any amount may be terminated at District's option if Contractor (a) is found to have submitted a false certification, (b) has been placed on the Scrutinized Companies with Activities in Sudan List, (c) has been engaged in business operations in Cuba or Syria, (d) has been placed on a list created pursuant to Section 215.473, Florida Statutes, relating to scrutinized active business operations in Iran, (e) has been placed on the Scrutinized Companies that Boycott Israel List, or (f) is engaged in a boycott of Israel.

37. **LEGAL FEES AND COSTS**: Each party shall be solely responsible for paying its attorneys' fees and costs and paralegals' fees and costs in any dispute, litigation, trial, appeal, bankruptcy proceedings, post-judgment proceeding, dispute resolution proceeding, settlement negotiation or pre-litigation negotiation, or otherwise arising under this Agreement.

38. **TIME OF THE ESSENCE:** Time is of the essence with regard to all dates and times set forth in this Agreement. Any reference herein to time periods of 7 days or less shall, in the computation thereof, exclude Saturdays, Sundays, and legal holidays under the laws of the State of Florida or the United States of America. Any time period provided for herein which shall end on a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America, shall extend to 5 P.M. of the next day that is not a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America. All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time. The term "day" as used herein shall in all cases mean a consecutive 24-hour day running from midnight to midnight (also known as a calendar day).

39. **FEDERAL GRANTS TERMS AND CONDITIONS:** When Federal funds are expended by the District, Contractor shall comply with all applicable provisions of Appendix II Part 200 Contract Provisions for non-Federal Entity Contracts Under Federal Awards as may be amended from time to time.

40. **RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS 2 CFR §200.334:** When federal funds are expended in accordance with this Agreement, Contractor certifies that Contractor will comply with the record retention requirements detailed in 2 CFR §200.334. Contractor further certifies that Contractor will retain all records as required by 2 CFR §200.334 for a period of three years after final expenditure or financial reports, as applicable, and all other pending matters are closed.

41. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A – Contractor Information Form

Exhibit B - Appendix II to Part 200

In the event of a conflict between the terms and conditions provided in the body of this Agreement and any Exhibit, the provisions contained within the body of this Agreement shall prevail unless the term or provision in the Exhibit specifically states that it shall prevail.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.	
CONTRACTOR/COMPANY NAME	ADDRESS
PHONE	EMAIL
TYPE OR PRINT NAME	TITLE
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE	EMAIL
TYPE OR PRINT NAME	TITLE

SIGNATURES

Contractor	Date	Deputy Superintendent (up to $24,999.99)	Date
School Principal	Date	Superintendent (no greater than $49,999.99)	Date
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $49,999.99)	Date

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME:

TELEPHONE NUMBER:

LIST EMPLOYEE(s) THAT WILL BE DOING WORK FOR THE SCHOOL DISTRICT OF MANATEE COUNTY: Please print clearly and duplicate form as needed. Please list badge expiration for all employees who currently have a contractor's badge. If a designated employee does not have a contractor's badge, indicate their Appointment Date and Time for fingerprinting.

Please reference the District website for JLA requirements: https://www.manateeschools.net/

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Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

This content is from the eCFR and is authoritative but unofficial.

Title 2 —Grants and Agreements
Subtitle A —Office of Management and Budget Guidance for Grants and Agreements
Chapter II —Office of Management and Budget Guidance
Part 200 —Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
Source: 85 FR 49543, Aug. 13, 2020, unless otherwise noted.
Source: 85 FR 49539, Aug. 13, 2020, unless otherwise noted.
Authority: 31 U.S.C. 503
Source: 78 FR 78608, Dec. 26, 2013, unless otherwise noted.

Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non- Federal entity under the Federal award must contain provisions covering the following, as applicable.

A. Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

B. All contracts in excess of $10,000 must address termination for cause and for convenience by the non- Federal entity including the manner by which it will be effected and the basis for settlement.

C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964–1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

D. Davis-Bacon Act, as amended (40 U.S.C. 3141–3148). When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non- Federal entity must report all suspected or reported violations to the Federal awarding agency.

E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701–3708). Where applicable, all contracts awarded by the non-Federal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

G. Clean Air Act (42 U.S.C. 7401–7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251–1387), as amended—Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401–7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251–1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

H. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement

Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

I. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

J. 200.323 Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

(2) Extend or renew a contract to procure or obtain; or

(3) Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

(i) For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

(ii) Telecommunications or video surveillance services provided by such entities or using such equipment.

(iii) Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(b) In implementing the prohibition under Public Law 115–232, section 889, subsection (f), paragraph (1), heads of executive agencies administering loan, grant, or subsidy programs shall prioritize available funding and technical support to assist affected businesses, institutions and organizations as is reasonably necessary for those affected entities to transition from covered communications equipment and services, to procure replacement equipment and services, and to ensure that communications service to users and customers is sustained.

(c) See Public Law 115–232, section 889 for additional information.

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.

(a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

(b) For purposes of this section:

(1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.

(2) "Manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

M. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60–1.3 must include the equal opportunity clause provided under 41 CFR 60–1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964– 1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."200.322 Domestic preferences for procurements.

AGENDA ITEM NO. 14.2

School Board of Manatee County
March 19, 2024 - Regular Board Meeting
Action Item

Title
Approval of Travel Expense Associated with the School Board Members' Attendance at the Florida School Boards Association (FSBA) School Finance 2.0 & More Forum, April 12-14, 2024, at the Hilton, University of Florida Conference Center, Gainesville, FL, Not to Exceed $3,000.00 (General Fund) *Updated March 15, 2024*

Executive Summary
School Board Members Richard Tatem, Mary Foreman and Chad Choate would like to attend the Florida School Boards Association (FSBA) Advanced School Finance Forum, April 18-19, 2024, at the Hilton, University of Florida Conference Center, Gainesville, FL.

In this highly specialized session, we delve into the complexities of school finance, a critical and intricate aspect of a school board member's responsibilities.
This forum is meticulously designed for members who are committed to deepening their comprehension of school budgeting and finance management.
Key focus areas include:

- FEFP Updates and Implications
- Formula and Staffing Allocations
- Investment Strategies
- Internal Auditing and Procurement Processes

Florida Statute § 1001.39 (2022) requires that when School Board members travel outside of the District and request reimbursement of travel expenses in excess of $500.00, they are required to obtain prior confirmation from the School Board that the travel is for official school board business and that it complies with the rules of the State Board of Education.

Recommendation
Motion and approval of travel expense associated with the School Board Members' attendance at the Florida School Boards Association (FSBA) Advanced School Finance April 18-19, 2024, at the Hilton, University of Florida Conference Center, Gainesville, FL, not to exceed $3,000.00

Financial Impact
The financial impact to the District will not exceed $3,000.00. The source of funds is the General Fund and is included in the School Board approved budget for 2023-2024.

This item aligns with the District's Strategic Plan Goal(s) which state(s):

Ready To Learn | Goal 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

Recommendation
.

Financial Impact
Financial Impact
The financial impact to the District will not exceed $3,000.00. The source of funds is the General Fund and is

included in the School Board approved budget for 2023-2024.

Contact
Submitting Department: School Board

Attachments:
Travel Expense Worksheet FSBA Finance Forum April 2024
Travel Expense Worksheet FSBA Finance Forum Choate-April 2024-added after publishing

Travel Expense Worksheet						
Expense	# Attending	# of Nights	Per diem			
Mileage						
332	2	1	0.655	**434.92**		
Hotel/Resort fee						
159.00	2	2		**636.00**		
Registration						
395.00	2			**790.00**		
Food						
Lunch	2	1	11.00	22.00		
Dinner	2	1	19.00	38.00		
				60.00		
Total Expenses Anticipated				**1,284.92**		

Travel Expense Worksheet						
Expense	# Attending	# of Nights	Per diem			
Mileage						
332	1	1	0.655	**217.46**		
Hotel/Resort fee						
159.00	1	2		**318.00**		
Registration						
395.00	1			**395.00**		
Food						
Lunch	1	1	11.00	11.00		
Dinner	1	1	19.00	19.00		
				30.00		
Total Expenses Anticipated				**642.46**		

AGENDA ITEM NO. 16.1

School Board of Manatee County
March 19, 2024 - Regular Board Meeting

Title
Year-to-Date Financial Statements Through January 31, 2024

Executive Summary
Florida Administrative Code Rule 6A-1.008, requires the Superintendent to submit a financial statement to the Board at least monthly.

General Fund - Revenues exceeded expenditures and transfers by approximately $123.3 million through the month of January 2024, resulting in an ending fund balance of approximately $209.3 million at the end of January 2024. Revenues have increased 10.1% and expenditures increased 11.5% over January 2024.

The beginning unassigned fund balance as of July 1, 2023, was $43 million. The District's unassigned fund balance is projected to be a positive $56.7 million by June 30, 2024.

Food Service Fund - Expenditures exceeded revenues by $1.3 million through the month of January 2024, resulting in an ending fund balance of $13.3 million at the end of January 2024. Expenditures exceed revenues due to a $653,000 decrease in Supply Chain Assistance Funds, a decrease in reimbursement rates, and increased food and supply costs.

Internal Service Funds - Expenditures exceeded revenues by $7.8 million through the month of January 2024.

- Health Insurance Fund - Expenditures exceeded revenues by approximately $7.9 million through the month of January, resulting in an ending net position of $4.9 million at the end of January 2024.
- Workers' Compensation Fund - Revenues exceeded expenditures by approximately $132,101 through the month of January, resulting in an ending net position of $1.7 million at the end of January 2024. Expenditures are in line with prior year claims and amounts budgeted through January 2024.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley

Attachments:
FS Jan 2024.pdf
Bank Rec Certification - January 2024.pdf

The School District of Manatee County



Year to Date Financial Report
through the
Period Ending January 31, 2024

(Unaudited)

School District of Manatee County, Florida
Balance Sheet (Unaudited)
January 31, 2024

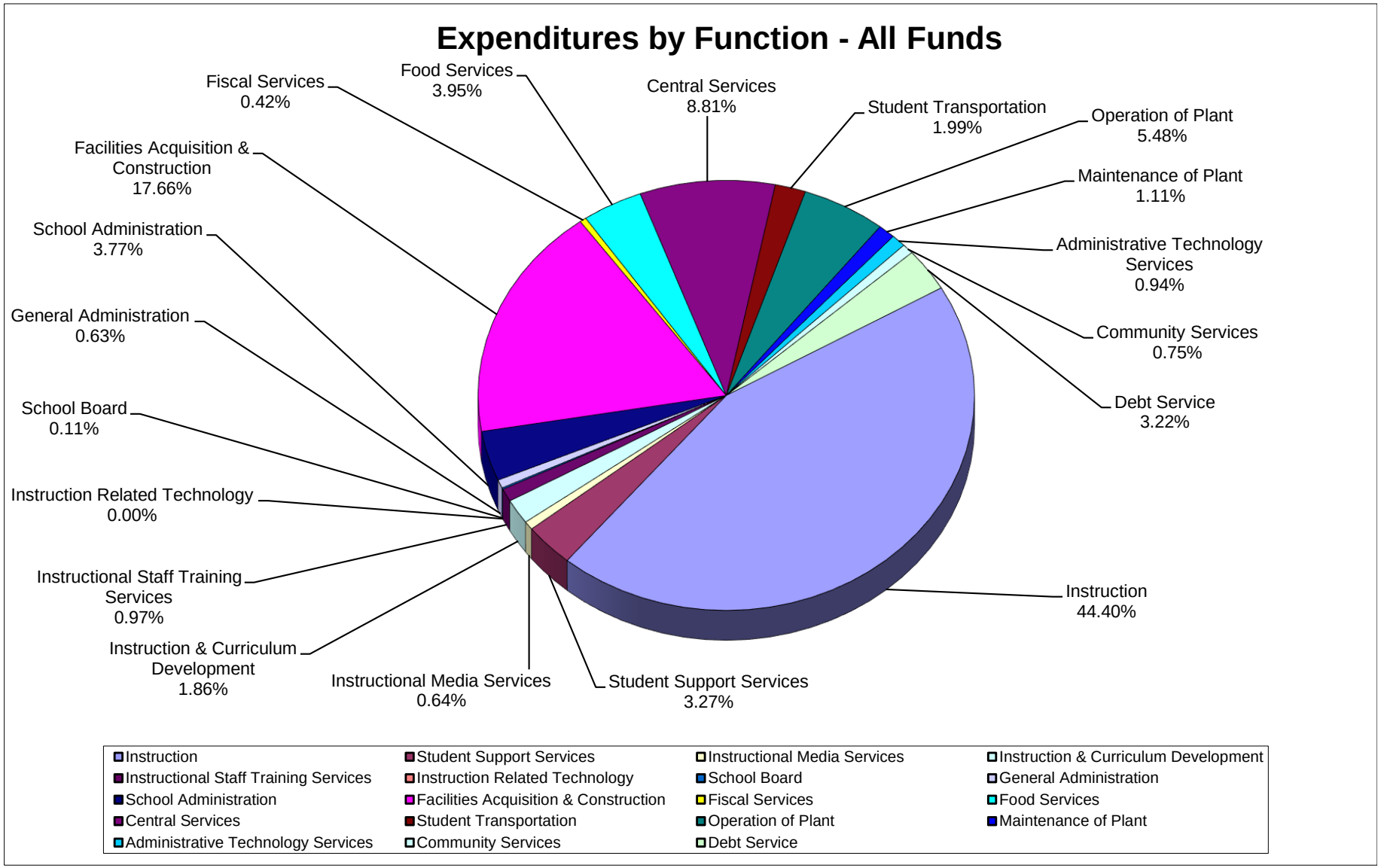
	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds *	Internal Service Funds	Trust & Agency Funds	Total January 2024	Total January 2023
Assets									
Current Assets									
Cash	$ 290,105,073	$ 13,972,776	$ 352,028,849	$ 13,922,151	$ -	$ 23,573,230	$ 1,340,953	$ 694,943,031	$ 468,420,030
Taxes Receivable	-	-	-	-	-	-	-	-	-
Accounts Receivable	2,102,205	-	-	66,374	1,284	11,564	59,255	2,240,681	2,220,167
Due From/(To)	7,254,522	(318,955)	-	(3,033,240)	(3,902,327)	-		-	-
Inventory	569,720	-	-	578,639		-	-	1,148,359	1,082,150
Investments		39,723	-	-	-	-	-	39,723	44,567
Other Current Assets									
Deposits Receivable	-	-	-		-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-
Due From Other Agencies	233,805	-	7,298,608	2,233,771	3,989,335	-	-	13,755,520	10,129,596
Total Assets	**300,265,325**	**13,693,544**	**359,327,457**	**13,767,695**	**88,293**	**23,584,794**	**1,400,207**	**712,127,314**	**481,896,510**
Liabilities									
Current Liabilities									
Salaries & Wages Payable	23,170,303	-	-	-	-	-	-	23,170,303	21,881,228
Payroll Deductions & WH	8,898,080	-	-	-	-	-	-	8,898,080	7,543,123
Accounts Payable	907,473	-	271,809	499,498	88,293	889,037	279	2,656,387	4,310,580
Construction Payable	-	-	296,520	-	-	-	-	296,520	656,312
Retainage Payable	-	-	-	-	-	-	-	-	-
Other Current Liabilities					-				-
Matured Bond/Interest Payable	-	-	-	-	-	-	-	-	-
Accrued Interest Payable	-	-	-	-	-	-	-	-	-
Due To Other Agencies	-	-	-	-	-	-	-	-	-
Sales Tax Payable	3,964	-	-	-	-	-	-	3,964	7
Estimated Unpaid Claims	-	-	-	-	-	16,085,781	-	16,085,781	13,035,286
Long-Term Liabilities	-	-	-	-	-	-	-	-	-
Other Credits									
Section 1011.13 Loan	58,000,000	-	-	-	-	-	-	58,000,000	-
Unearned Revenue	(6,945)	-	-	-	-	-	-	(6,945)	-
Deferred Revenue	-	-	7,270,785	-	-	-	-	7,270,785	52,081,001
Total Liabilities	**90,972,873**	**-**	**7,839,113**	**499,498**	**88,293**	**16,974,818**	**279**	**116,374,874**	**99,507,537**
Fund Balances									
Revenues Over (Under) Expenditures	123,330,478	862,476	20,857,551	(1,338,927)	(0)	(7,825,409)	278,269	136,164,437	170,438,363
Nonspendable									
Inventories	643,367	-	-	578,639	-	-	-	1,222,006	1,126,402
Restricted									
State Required Carryover	3,482,193	-	-	-	-	-	-	3,482,193	836,354
Food Services	-	-	-	14,028,485	-	-	-	14,028,485	12,336,359
Debt Service	-	12,831,068	-	-	-	-	-	12,831,068	11,889,269
Capital Projects	-	-	330,630,793	-	-	-	-	330,630,793	125,245,984
Other Purposes	10,704,566	-	-	-	-	14,435,385	1,121,660	26,261,611	17,760,916
Assigned									
Encumbrances	1,821,549	-	-	-	-	-	-	1,821,549	1,192,246
School and Local Programs	7,707,250	-	-	-	-	-	-	7,707,250	5,298,852
Unassigned	61,603,049	-	-	-	-	-	-	61,603,049	36,264,228
Total Fund Balances	209,292,452	13,693,544	351,488,344	13,268,197	(0)	6,609,976	1,399,929	595,752,441	382,388,973
Total Liabilities & Fund Balances	**$ 300,265,325**	**$ 13,693,544**	**$ 359,327,457**	**$ 13,767,695**	**$ 88,293**	**$ 23,584,794**	**$ 1,400,207**	**$ 712,127,315**	**$ 481,896,510**

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

School District of Manatee County, Florida
Statement of Revenues, Expenditures and Changes in Fund Balance (Unaudited)
For Month Ended January 31, 2024

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds*	Internal Service Funds	Trust & Agency Funds	Total January 2024	Total January 2023
REVENUES									
Federal Direct	$ 356,664	$ 474,310	$ -	$ -	$ 1,439,083	$ -	$ 139,636	$ 2,409,693	$ 2,492,126
Federal Through State	1,565,535	-	-	15,258,361	42,610,790	-	-	59,434,686	63,979,371
State	99,581,039	-	3,854,246	154,872	-	-	-	103,590,157	114,503,031
Local	324,898,185	337,110	140,568,490	3,956,954	-	30,171,756	579,966	500,512,460	424,128,914
Total Revenues	426,401,423	811,420	144,422,736	19,370,187	44,049,873	30,171,756	719,601	665,946,997	605,103,442
EXPENDITURES									
Instruction	211,032,869	-	-	-	24,768,702	-	432,429	236,234,001	214,423,482
Student Support Services	12,677,321	-	-	-	4,711,574	-	7,526	17,396,421	15,727,902
Instructional Media Services	3,339,246	-	-	-	52,000	-	1,378	3,392,624	3,020,720
Instruction & Curriculum Development	4,845,202	-	-	-	5,075,056	-	-	9,920,258	8,934,466
Instructional Staff Training Services	792,123	-	-	-	4,388,256	-	-	5,180,379	4,036,880
Instruction Related Technology	-	-	-	-	4,119	-	-	4,119	43,167
School Board	591,825	-	-	-	1,000	-	-	592,825	636,801
General Administration	1,725,326	-	-	-	1,628,782	-	-	3,354,108	3,544,770
School Administration	19,662,787	-	-	-	371,061	-	-	20,033,849	18,817,909
Facilities Acquisition & Construction	3,890,264	-	90,076,971	-	14,000	-	-	93,981,235	48,791,994
Fiscal Services	2,102,095	-	-	-	151,439	-	-	2,253,533	2,096,355
Food Services	-	-	-	20,709,114	305,930	-	-	21,015,044	17,962,407
Central Services	8,696,191	-	-	-	174,390	37,997,166	-	46,867,746	48,176,114
Student Transportation	10,309,598	-	-	-	299,093	-	-	10,608,691	9,945,870
Operation of Plant	28,673,489	-	-	-	459,475	-	-	29,132,963	25,616,494
Maintenance of Plant	5,792,227	-	-	-	106,105	-	-	5,898,333	5,782,570
Administrative Technology Services	4,805,562	-	-	-	214,424	-	-	5,019,986	4,965,613
Community Services	3,978,217	-	-	-	9,870	-	-	3,988,086	3,973,209
Debt Service	36,000	16,638,073	483,549	-	-	-	-	17,157,622	12,440,218
Total Expenditures	322,950,341	16,638,073	90,560,520	20,709,114	42,735,277	37,997,166	441,333	532,031,823	448,936,941
Excess (Deficiency) of Revenue Over (Under) Expenditures	103,451,081	(15,826,653)	53,862,217	(1,338,927)	1,314,596	(7,825,409)	278,269	133,915,173	156,166,501
Other Financing Sources (Uses)									
Other Financing Sources	-	-	2,249,264	-	-	-	-	2,249,264	14,271,862
Other Financing Uses	-	-	-	-	-	-	-	-	-
Transfers In	19,879,397	16,689,129	-	-	-	-	-	36,568,526	30,581,768
Transfers Out	-	-	(35,253,930)	-	(1,314,596)	-	-	(36,568,526)	(30,581,768)
Total Other Financing Sources (Uses)	19,879,397	16,689,129	(33,004,666)	-	(1,314,596)	-	-	2,249,264	14,271,862
Net Change in Fund Balance	123,330,478	862,476	20,857,551	(1,338,927)	(0)	(7,825,409)	278,269	136,164,437	170,438,363
Fund Balances, Beginning	85,961,973	12,831,068	330,630,793	14,607,124	-	14,435,385	1,121,660	459,588,004	211,950,610
Fund Balances, Ending	$ 209,292,452	$ 13,693,544	$ 351,488,344	$ 13,268,197	$ (0)	$ 6,609,976	$ 1,399,929	$ 595,752,441	$ 382,388,973

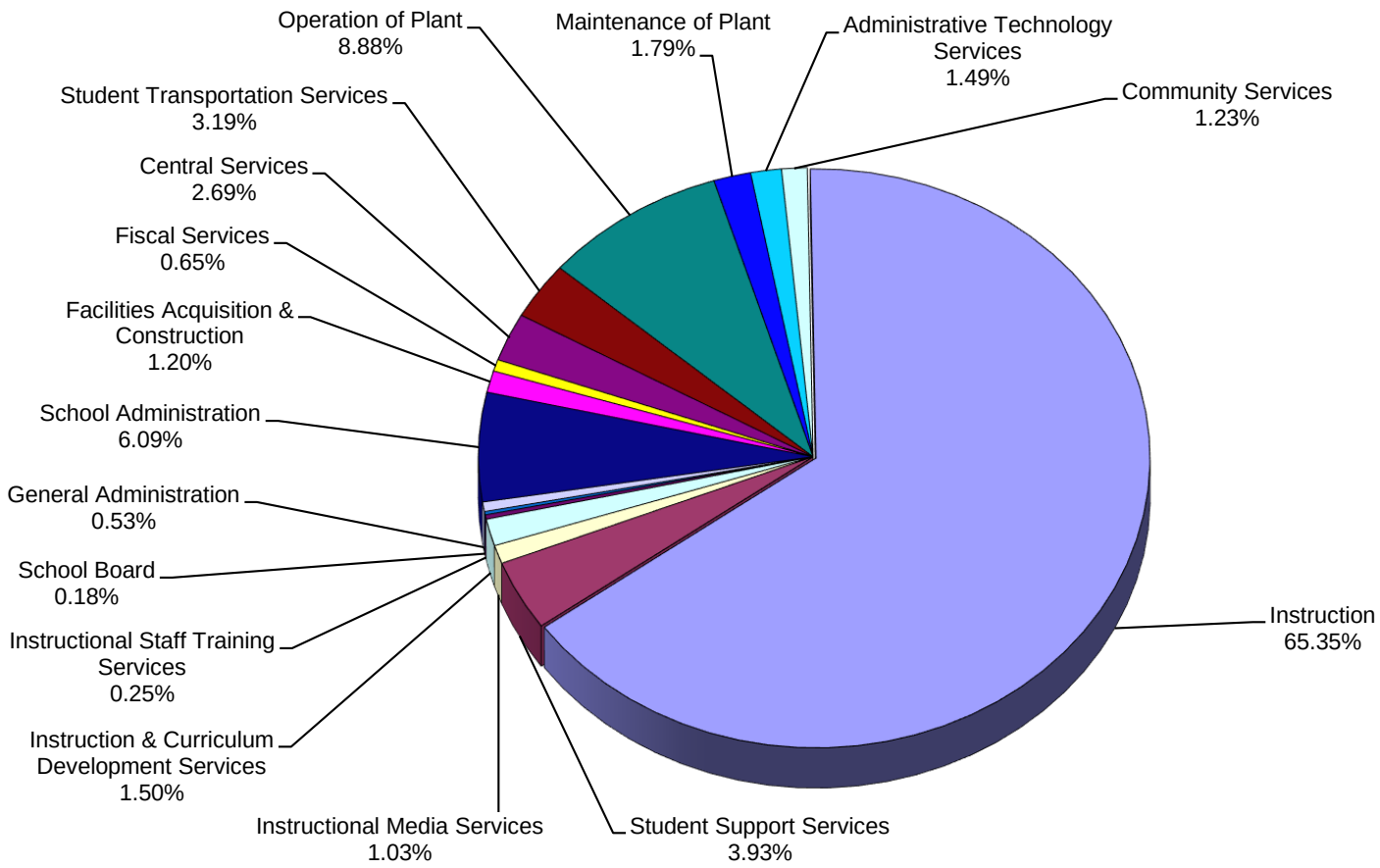
*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.


Expenditures by Function - All Funds
Food Services 3.95%
Fiscal Services 0.42%
Central Services 8.81%
Student Transportation 1.99%
Operation of Plant 5.48%
Facilities Acquisition & Construction 17.66%
Maintenance of Plant 1.11%
School Administration 3.77%
Administrative Technology Services 0.94%
General Administration 0.63%
Community Services 0.75%
School Board 0.11%
Debt Service 3.22%
Instruction Related Technology 0.00%
Instructional Staff Training Services 0.97%
Instruction 44.40%
Instruction & Curriculum Development 1.86%
Instructional Media Services 0.64%
Student Support Services 3.27%
Instruction
Student Support Services
Instructional Media Services
Instruction & Curriculum Development
Instructional Staff Training Services
Instruction Related Technology
School Board
General Administration
School Administration
Facilities Acquisition & Construction
Fiscal Services
Food Services
Central Services
Student Transportation
Operation of Plant
Maintenance of Plant
Administrative Technology Services
Community Services
Debt Service

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
General Fund
For Month Ended January 31, 2024

	Original Budget	Current Budget	YTD Actual	Variance with Current Budget Positive (Negative)	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Federal Direct:						
Reserve Officers Training Corps (ROTC)	$ 673,800	$ 673,800	$ 352,049	$ (321,751)	52%	$ 358,382
Miscellaneous Federal Direct	2,000	8,730	4,615	(4,115)	53%	-
Total Federal Direct	675,800	682,530	356,664	(325,866)	52%	358,382
Federal Through State:						
Vocational Education Act	-	22,303	10,480	(11,823)	47%	5,500
Medicaid	1,180,000	750,000	401,010	(348,990)	53%	308,027
Individuals with Disabilities	111,000	279,078	178,844	(100,234)	64%	175,215
Educational Stabilization K-12	-	-	-	-		-
Educational Stabilization Workforce	-	-	-	-		-
Educational Stabilization VPK	-	-	-	-		247,500
Miscellaneous Federal Through State	-	1,165,788	975,202	(190,586)	84%	475,688
Total Federal Through State	1,291,000	2,217,168	1,565,535	(651,633)	71%	1,211,930
State:						
Florida Education Finance Program (FEFP)	100,158,206	107,873,577	62,517,404	(45,356,173)	58%	69,233,886
Workforce Development	10,341,269	10,144,293	5,917,506	(4,226,787)	58%	5,650,988
Workforce Education Performance Incentive	225,000	335,852	335,852	-	100%	101,793
CO&DS Withheld for Administrative Expenditures	28,000	28,000	-	(28,000)	0%	-
State License Tax	340,481	340,481	245,114	(95,367)	72%	215,558
Discretionary Lottery	-	-	-	-		-
Categorical Programs:						
Class Size Reduction Operating Funds	49,033,659	49,876,529	28,602,966	(21,273,563)	57%	29,745,246
Florida School Recognition Funds	-	-	-	-		2,619,231
Voluntary Prekindergarten Program	1,850,000	1,850,000	1,280,850	(569,150)	69%	1,286,563
Other Miscellaneous State Revenue	508,980	2,466,813	681,348	(1,785,465)	28%	353,671
Total State	162,485,595	172,915,545	99,581,039	(73,334,506)	58%	109,206,936
Local:						
District School Taxes	340,961,503	340,961,503	303,058,888	(37,902,616)	89%	259,808,992
Lease Revenue	126,000	168,833	162,673	(6,160)	96%	112,236
Interest on Investments	6,000,000	8,696,747	8,232,330	(464,417)	95%	3,560,820
Student and Adult a la Carte	-	-	-	-		-
Catering/Specials	-	-	-	-		-
Net Increase (Decrease) in Fair Value	-	1,220	1,220	-	100%	235
Gifts, Grants and Bequests	150	4,602	4,602	-	100%	1,500
Vending Sales	-	-	63	63		448
Student Fees:						
Adult Gen Ed Course Fees	82,092	165,153	124,810	(40,343)	76%	85,880
Post Secondary Vocational Ed Course Fees	1,882,674	1,882,674	1,738,326	(144,348)	92%	1,849,428
Continuing Workforce Education Course Fees	130,887	96,654	62,805	(33,849)	65%	72,305
Capital Improvement Fees	113,170	172,773	166,509	(6,264)	96%	136,244
Post Secondary Lab Fees	956,000	1,254,082	1,249,204	(4,878)	100%	951,501
Lifelong Learning Fees	6,000	6,000	1,442	(4,558)	24%	2,140
GED Testing Fees	12,000	12,000	6,289	(5,711)	52%	5,875
Other Student Fees	566,427	632,710	632,664	(47)	100%	589,804
Other Fees:						
Preschool Program Fees	700,000	700,000	615,143	(84,857)	88%	488,900
School Age Child Care Fees	6,350,000	6,350,000	3,868,389	(2,481,611)	61%	3,736,794
Other Schools, Courses and Classes Fees	19	19	11,843	11,824	61778%	7,069
Miscellaneous Local:						
Bus Fees	95,000	45,000	28,210	(16,790)	63%	91,295
Transportation Services Rendered for School Activ	80,000	50,000	20,002	(29,998)	40%	75,857
Sale of Junk	65,000	111,346	111,346	-	100%	63,498
Receipt of Federal Indirect Cost Rate	2,500,000	2,500,000	1,619,515	(880,485)	65%	2,160,029
Other Miscellaneous Local Sources	2,066,525	3,176,646	2,008,071	(1,168,574)	63%	1,726,979
Refund of Prior Year's Expenditures	-	194	1,765	1,571	909%	(217,239)
Collections for Lost, Damaged and Sold Textbooks	-	35	35	-	100%	121
Receipt of Food Service Indirect Costs	1,670,000	1,670,000	1,172,041	(497,959)	70%	1,091,658
Total Local	364,363,448	368,658,192	324,898,185	(43,760,008)	88%	276,402,369
Total Revenues	528,815,843	544,473,435	426,401,423	(118,072,013)	78%	387,179,617
Expenditures (by Function)						
Current:						
Instruction	387,564,697	389,633,529	211,032,869	178,600,660	54%	190,146,882
Student Support Services	23,986,953	23,903,045	12,677,321	11,225,724	53%	8,878,308
Instructional Media Services	5,846,362	5,831,274	3,339,246	2,492,028	57%	3,018,290
Instruction & Curriculum Development Services	9,230,978	9,350,765	4,845,202	4,505,563	52%	4,528,066
Instructional Staff Training Services	1,379,015	1,586,129	792,123	794,005	50%	555,825
Instruction-Related Technology	585	585	-	585	0%	(13)
School Board	1,369,794	1,419,794	591,825	827,969	42%	636,801
General Administration	3,009,991	3,721,270	1,725,326	1,995,944	46%	1,385,302
School Administration	37,412,551	37,083,032	19,662,787	17,420,244	53%	18,805,582
Facilities Acquisition & Construction	6,801,515	7,904,597	3,890,264	4,014,333	49%	3,028,692
Fiscal Services	3,715,284	3,996,665	2,102,095	1,894,570	53%	2,033,310
Food Services	-	-	-	-		-
Central Services	15,822,725	16,171,381	8,696,191	7,475,190	54%	7,236,866
Student Transportation Services	21,316,080	20,919,236	10,309,598	10,609,638	49%	9,730,097
Operation of Plant	50,803,736	50,811,500	28,673,489	22,138,011	56%	25,413,161
Maintenance of Plant	11,510,549	11,763,068	5,792,227	5,970,841	49%	5,781,878
Administrative Technology Services	8,713,129	8,734,338	4,805,562	3,928,776	55%	4,550,791
Community Services	6,518,918	6,793,419	3,978,217	2,815,203	59%	3,972,569
Debt Service	1,025,000	1,778,918	36,000	1,742,918	2%	24,368
Total Expenditures	596,027,863	601,402,544	322,950,341	278,452,202	54%	289,726,775
Excess (Deficiency) of Revenues Over (Under) Expenditures	(67,212,020)	(56,929,109)	103,451,081	160,380,190		97,452,842
OTHER FINANCING SOURCES (USES)						
Sale of Land	-	-	-	-		14,100,000
Transfers In:						
From Capital Project Funds	24,872,578	26,360,103	18,564,801	(7,795,302)	70%	10,390,117
From Special Revenue Funds	-	1,314,596	1,314,596	-	100%	649,571
Transfers Out:						
To Capital Project Funds	-	-	-	-		(882,389)
To Internal Service Funds		-	-	-		-
Total Other Financing Sources (Uses)	24,872,578	27,674,699	19,879,397	(7,795,302)	72%	25,139,688
Net Change in Fund Balance	(42,339,442)	(29,254,409)	123,330,478	152,584,887		121,710,141
Fund Balance, Beginning	85,961,974	85,961,974	85,961,973	0		50,388,336
Nonspendable	643,367	-		-		-
Restricted	-	-		-		-
Assigned	-	-		-		-
Unassigned	42,979,165	56,707,564		-		
Fund Balance, Ending	$ 43,622,532	$ 56,707,564	$ 209,292,452	$ 152,584,887		$ 172,098,477

Expenditures by Function - General Fund



Instruction	Student Support Services	Instructional Media Services
Instruction & Curriculum Development Services	Instructional Staff Training Services	Instruction-Related Technology
School Board	General Administration	School Administration
Facilities Acquisition & Construction	Fiscal Services	Food Services
Central Services	Student Transportation Services	Operation of Plant
Maintenance of Plant	Administrative Technology Services	Community Services

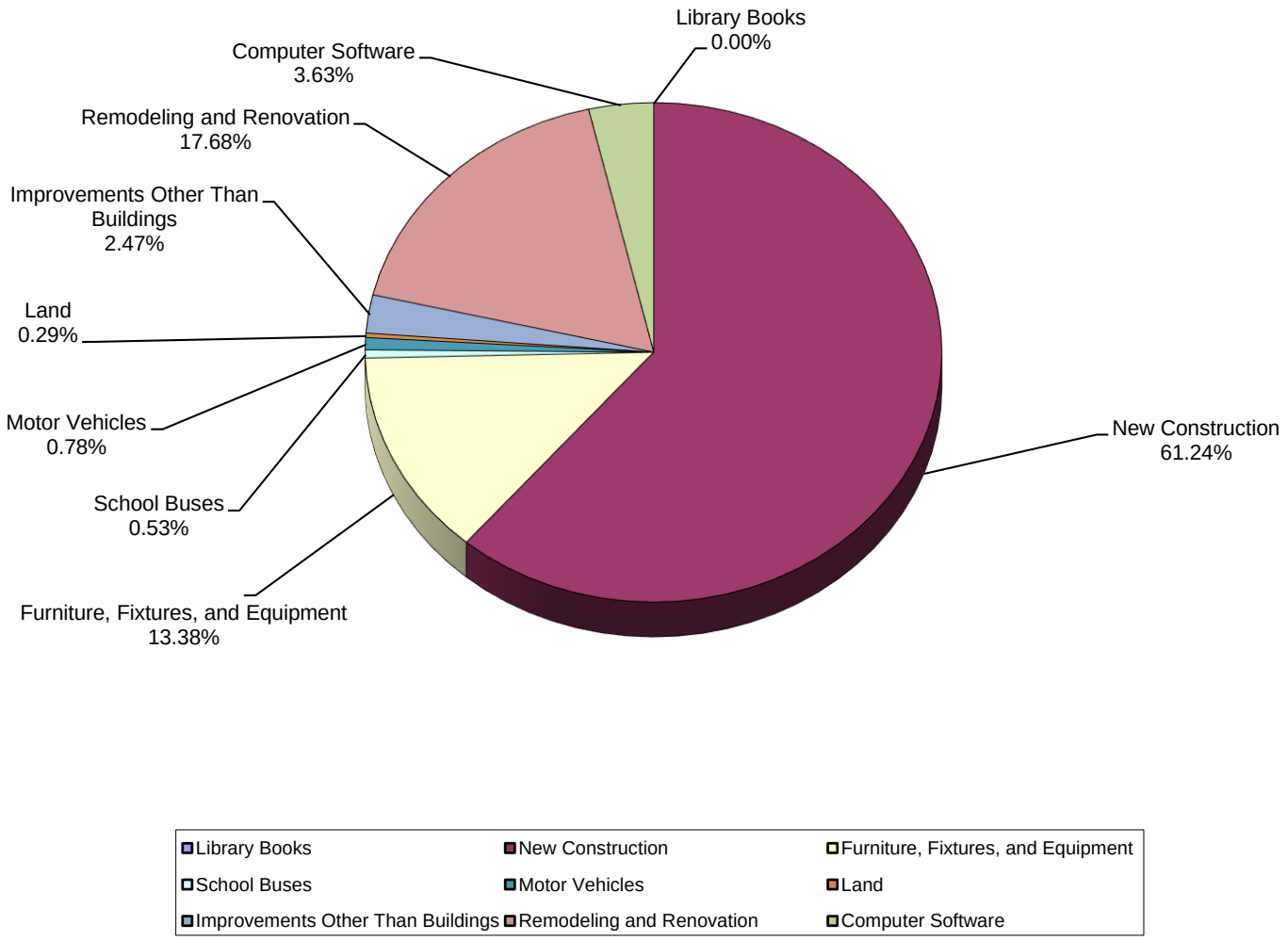
School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Funds
For Month Ended January 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Federal Direct:						
Miscellaneous Federal Direct	$ 1,005,960	$ 1,005,960	$ 474,310	$ (531,650)	47%	$ 474,310
Total Federal Direct	1,005,960	1,005,960	474,310	(531,650)		474,310
State:						
CO&DS Withheld for Bonds	332,550	332,550	-	(332,550)	0%	-
SBE/COBI Bond Interest	-	-	-	-		-
Total State	332,550	332,550	-	(332,550)	0%	-
Local:						
Interest on Investments	275,000	293,704	269,311	(24,394)	92%	233,662
Net Increase (Decrease) in the Fair Value	-	105,228	67,799	(37,429)	64%	(31,270)
Total Local	275,000	398,932	337,110	(61,822)	85%	202,392
Total Revenues	1,613,510	1,737,442	811,420	(926,022)	47%	676,702
EXPENDITURES						
Current:						
Redemption of Principal	18,635,284	18,635,284	7,785,000	10,850,284	42%	7,415,000
Interest	16,803,500	16,803,500	8,840,038	7,963,463	53%	4,639,167
Dues and Fees	45,274	45,333	13,036	32,297	29%	12,260
Other Debt Service	-	-	-	-		-
Total Debt Service	35,484,058	35,484,117	16,638,073	18,846,043	47%	12,066,427
Total Expenditures	35,484,058	35,484,117	16,638,073	18,846,043	47%	12,066,427
Excess (Deficiency) of Revenues Over (Under) Expenditures	(33,870,548)	(33,746,674)	(15,826,653)	17,920,021		(11,389,725)
OTHER FINANCING SOURCES (USES)						
Transfers In:						
From Capital Project Funds	34,118,575	34,118,575	16,689,129	(17,429,446)	49%	12,159,691
Other Financing Sources						
Fair Value of Refunding Bonds	-	-	-	-		-
Premium on Refunding Bonds	-	-	-	-		-
Other Financing Sources	-	-	-	-		-
Total Transfers In & Other Financing Sources	34,118,575	34,118,575	16,689,129	(17,429,446)		12,159,691
Total Other Financing Sources (Uses)	34,118,575	34,118,575	16,689,129	(17,429,446)	49%	12,159,691
Net Change in Fund Balances	248,027	371,901	862,476	490,575		769,966
Fund Balances, Beginning	12,831,068	12,831,068	12,831,068	-		11,889,269
Fund Balances, Ending	$ 13,079,095	$ 13,202,969	$ 13,693,544	$ 490,575		$ 12,659,235

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Projects Funds
For Month Ended January 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
State:						
CO&DS Distributed	$ 1,567,895	$ 1,567,895	$ -	$ 1,567,895	0%	$ -
Interest on CO&DS	28,991	28,991	-	28,991	0%	-
Public Education Capital Outlay PECO	4,770,785	4,770,785	-	4,770,785	0%	1,880,296
Charter School Cap Outlay PECO	4,492,248	5,330,180	2,806,235	2,523,945	53%	2,044,981
Other Miscellaneous State Revenue	3,555,937	3,548,011	1,048,011	2,500,000	30%	1,215,764
Total State Sources	14,415,856	15,245,862	3,854,246	11,391,616	25%	5,141,041
Local:						
District Capital Taxes	103,930,554	103,930,554	92,374,172	11,556,382	89%	77,595,805
Local Sales Tax	51,689,130	51,689,130	21,455,482	30,233,648	42%	20,647,066
Interest on Investments	7,515,668	8,215,668	7,191,750	1,023,918	88%	826,465
Other Miscellaneous Local Sources	909,875	929,266	810,401	118,864	87%	23,658
Impact Fees	33,150,906	33,150,906	18,736,684	14,414,222	57%	16,568,226
Refund of Prior Year Expense	-	-	-	-		-
Total Local Sources	197,196,133	197,915,523	140,568,490	57,347,034	71%	115,661,220
Total Revenues	211,611,988	213,161,386	144,422,736	68,738,650	68%	120,802,261
EXPENDITURES						
Capital Outlay:						
Library Books	-	-	-	-		-
Audio Visual Materials	-	-	-	-		-
Buildings and Fixed Equipment	312,376,755	322,145,351	53,303,399	268,841,952	17%	15,458,447
Furniture, Fixtures, and Equipment	18,501,483	21,610,705	11,647,369	9,963,336	54%	7,296,642
School Buses	2,192,965	2,192,965	459,283	1,733,682	21%	-
Motor Vehicles	563,446	769,085	683,029	86,056	89%	200,906
Land	1,500,000	1,500,000	249,640	1,250,360	17%	10,000
Improvements Other Than Buildings	11,422,016	11,509,719	2,148,023	9,361,696	19%	1,867,830
Remodeling and Renovation	79,577,874	79,937,886	15,390,102	64,547,783	19%	16,468,383
Computer Software	3,658,937	3,690,095	3,159,305	530,790	86%	2,992,195
Total Capital Outlay	429,793,476	443,355,806	87,040,151	356,315,656	20%	44,294,403
Other Expenses:						
Charter School Capital Outlay 1.5 M	2,078,883	2,132,158	2,132,158	-	100%	-
Charter School Capital Outlay Sales Tax	1,172,133	1,172,133	904,662	267,471	77%	1,468,899
Total Other Expenses	3,251,016	3,304,291	3,036,820	267,471		1,468,899
Debt Service:						
Redemption of Principal	2,283,455	2,388,000	455,065	1,932,935	19%	341,144
Interest	33,870	59,882	28,483	31,399	48%	8,279
Dues and Fees	-	-	-	-		-
Total Debt Service	2,317,325	2,447,883	483,549	1,964,334	20%	349,423
Total Expenditures	435,361,818	449,107,980	90,560,520	358,547,461	20%	46,112,725
Excess (Deficiency) of Revenues Over (Under) Expenditures	(223,749,829)	(235,946,594)	53,862,217	289,808,811		74,689,536
OTHER FINANCING SOURCES (USES)						
Loans	-	-	-	-		-
Certificates of Participation Issued	-	-	-	-		-
Premiums on Certificates of Participation Issued	-	-	-	-		
Proceeds of Lease-Purchase Agreements	-	2,249,264	2,249,264	-	100%	171,862
Transfers In:						
From General Fund	-	-	-	-		882,389
Transfers Out:						
To General Fund	(24,872,578)	(26,360,103)	(18,564,801)	(7,795,302)	70%	(10,390,117)
To Debt Service	(34,118,575)	(34,118,575)	(16,689,129)	(17,429,446)	49%	(12,159,691)
Total Transfers	(58,991,153)	(60,478,678)	(35,253,930)	(25,224,748)		(22,549,808)
Total Other Financing Sources (Uses)	(58,991,153)	(58,229,414)	(33,004,666)	25,224,748	57%	(21,495,557)
Net Change in Fund Balances	(282,740,982)	(294,176,008)	20,857,551	315,033,559		53,193,979
Fund Balances, Beginning	330,606,188	330,630,793	330,630,793	-		125,245,984
Fund Balances, Ending	$ 47,865,206	$ 36,454,784	$ 351,488,344	$ 315,033,559		$ 178,439,963

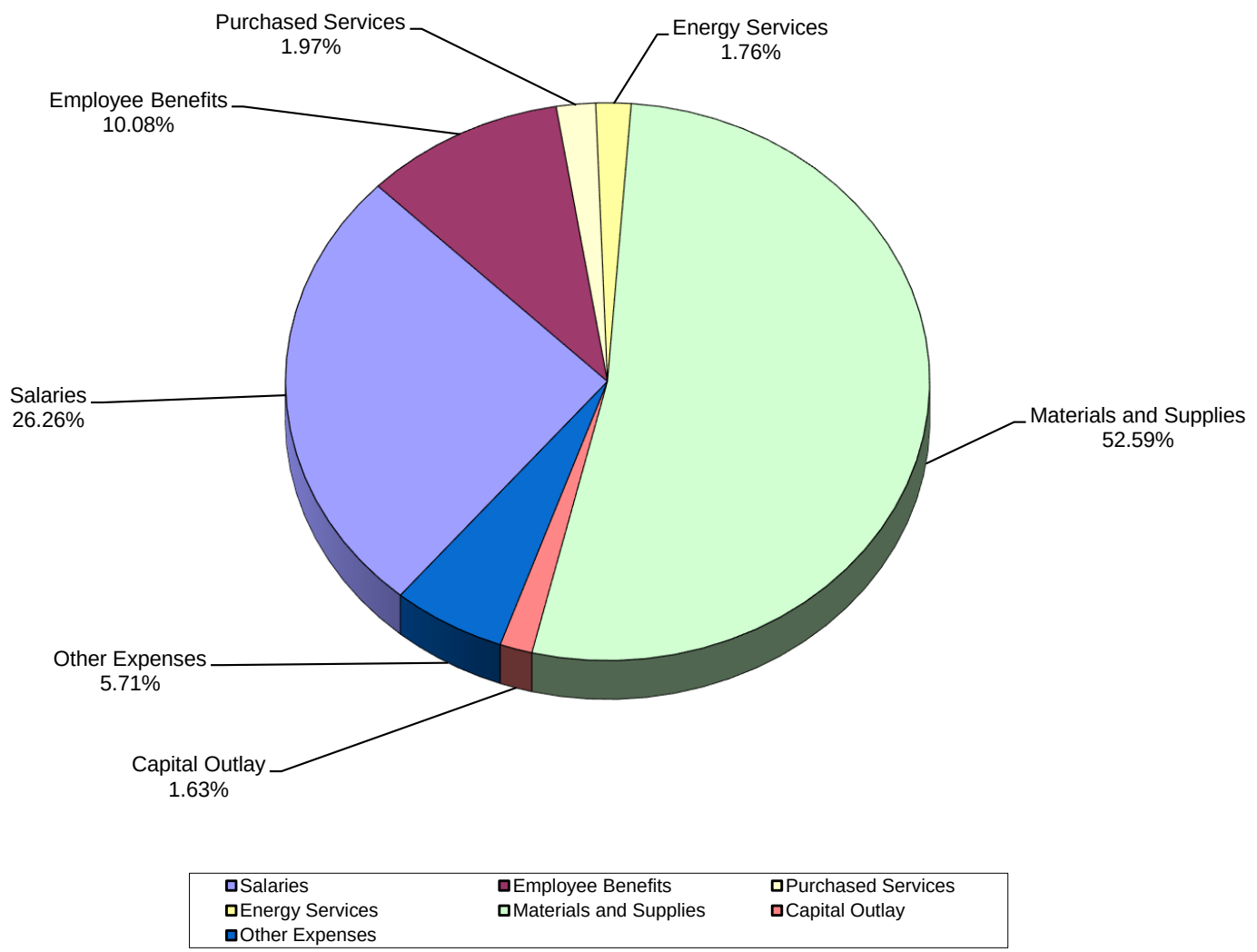
Expenditures by Object - Capital Projects Funds



School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Food Service Fund
For Month Ended January 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Federal Through State:						
Fresh Fruit & Vegetables	$ -	$ -	$ -	$ -		$ -
School Lunch Reimbursement	16,380,000	16,380,000	9,741,972	6,638,028	59%	9,292,868
School Breakfast Reimbursement	5,670,000	5,670,000	3,574,812	2,095,188	63%	3,128,168
After-School Snack Reimbursement	213,066	213,066	65,743	147,323	31%	55,409
Child Care Food Program	1,081,500	1,081,500	692,830	388,670	64%	586,858
USDA Donated Commodities	2,213,190	2,213,190	-	2,213,190	0%	-
Cash n Lieu of Donated	75,000	75,000	48,222	26,778	64%	43,735
Summer Food Service Program	619,675	619,675	-	619,675	0%	376,559
Other Food Service Revenue	-	1,134,782	1,134,782	-	100%	1,787,369
Total Federal Through State	26,252,431	27,387,213	15,258,361	12,128,852	56%	15,270,966
State:						
School Breakfast Supplement	150,000	150,000	72,507	77,493	48%	72,607
School Lunch Supplement	170,000	170,000	82,365	87,635	48%	82,447
Other Miscellaneous State	-	-	-	-		-
Total State	320,000	320,000	154,872	165,128	48%	155,054
Local:						
Interest on Investments	200,000	200,000	240,003	(40,003)	120%	197,062
Student Lunches	3,800,000	3,800,000	2,227,878	1,572,122	59%	2,015,763
Student Breakfasts	-	-	26,818	(26,818)		-
Adult Breakfast/Lunch	175,000	175,000	97,351	77,649	56%	63,432
Student/Adult Ala Carte	1,900,000	1,900,000	1,262,287	637,713	66%	971,598
Catering/Special	48,000	48,000	14,550	33,450	30%	11,024
Other Food Sales	-	-	111	(111)		(8)
Vending Sales	-	-	-	-		-
Cash Over/(Short)	-	-	118	(118)		(906)
Sale of Junk	-	-	-	-		1,499
Other Miscellaneous Local Sources	130,000	130,000	87,838	42,162	68%	85,110
Refund of Prior Year Expense	-	-	-	-		694
Total Local	6,253,000	6,253,000	3,956,954	2,296,046	63%	3,345,268
Total Revenues	32,825,431	33,960,213	19,370,187	14,590,026	57%	18,771,288
EXPENDITURES						
Current:						
Salaries	8,896,508	8,896,508	5,437,377	3,459,131	61%	5,013,090
Employee Benefits	3,482,679	3,482,679	2,087,088	1,395,591	60%	1,769,262
Purchased Services	1,070,938	1,061,800	408,042	653,758	38%	437,091
Energy Services	635,000	637,850	365,239	272,611	57%	327,389
Materials and Supplies	18,681,173	18,236,102	10,891,303	7,344,799	60%	8,759,310
Capital Outlay	2,186,104	1,886,497	337,824	1,548,673	18%	554,408
Other Expenses	1,820,000	1,820,000	1,182,241	637,759	65%	1,101,857
Total Food Service	36,772,402	36,021,436	20,709,114	15,312,323	57%	17,962,407
Total Expenditures	36,772,402	36,021,436	20,709,114	15,312,323	57%	17,962,407
Net Change in Fund Balance	(3,946,971)	(2,061,223)	(1,338,927)	722,297		808,881
Fund Balance, Beginning	14,607,124	14,607,124	14,607,124	-		12,771,125
Fund Balance, Ending	$ 10,660,153	$ 12,545,901	$ 13,268,197	$ 722,297		$ 13,580,006

Expenditures by Object - Food Service Fund

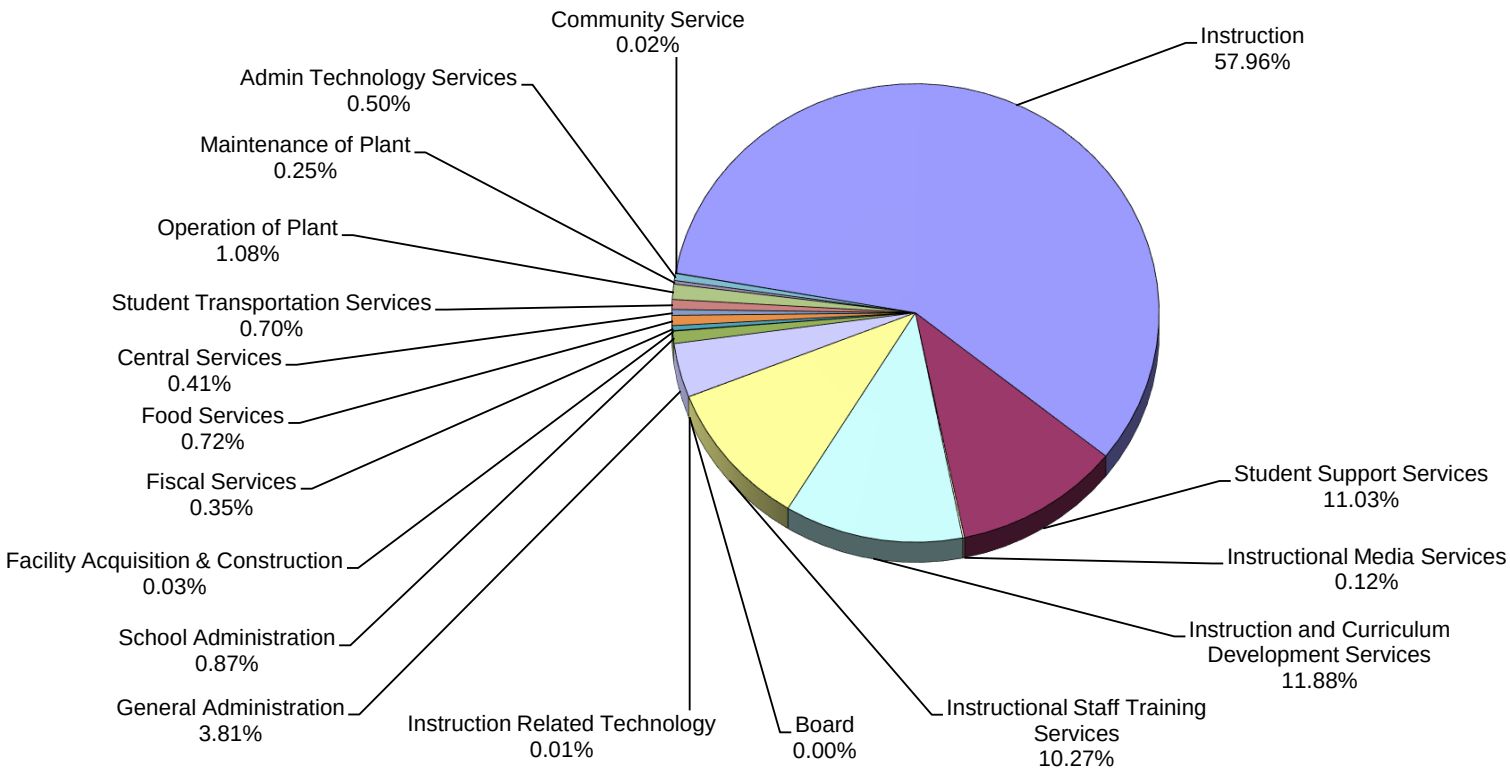


School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Other Special Revenue Funds*
For Month Ended January 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Federal Direct:						
Other Federal Direct	$ -	$ -	$ -	$ -		$ -
Pell	-	998,759	995,048	3,710	100%	1,052,179
Miscellaneous Federal Direct	53,746	833,670	444,035	389,635	53%	445,824
Total Federal Direct	53,746	1,832,429	1,439,083	393,346	79%	1,498,003
Federal Through State:						
Career and Technical Education	-	777,114	269,420	507,694	35%	258,401
Teacher/Principal Training & Recruiting	-	1,656,475	878,650	777,825	53%	813,061
Adult Migrant Education	-	286,823	161,211	125,612	56%	182,200
Eng Lit and Civics Education	-	95,206	63,067	32,139	66%	129,372
Individuals with Disabilities Education Act	16,468,765	16,619,687	6,610,370	10,009,317	40%	6,161,306
Elementary and Secondary Education Act Title I	12,788,029	16,654,925	8,173,785	8,481,141	49%	8,834,408
Language Instruction Title III	-	1,203,655	615,463	588,192	51%	959,491
Adult General Education	-	617,662	460,719	156,943	75%	365,734
21st Century Schools - Title IV	-	1,375,870	621,183	754,687	45%	336,531
Educational Stabilization Funds - K-12	-	237,000	24,195,376	(23,958,376)	10209%	28,375,044
Educational Stabilization Funds - Workforce		-	182,967	(182,967)		948,013
Educational Stabilization Funds - VPK		-	86,748	(86,748)		11,759
Other Federal Through State	-	448,601	291,831	156,771	65%	121,155
Total Federal Through State	29,256,794	39,973,019	42,610,790	(2,637,772)	107%	47,496,475
Total Revenues	29,310,540	41,805,447	44,049,873	(2,244,426)	105%	48,994,478
EXPENDITURES						
Current:						
Instruction	15,676,647	21,271,154	24,768,702	(3,497,548)	116%	23,974,823
Student Support Services	1,589,670	3,311,336	4,711,574	(1,400,238)	142%	6,831,529
Instructional Media Services	-	-	52,000	(52,000)		-
Instruction and Curriculum Development Services	7,884,649	9,333,427	5,075,056	4,258,370	54%	4,405,376
Instructional Staff Training Services	3,198,449	5,281,666	4,388,256	893,411	83%	3,481,055
Board	-	-	1,000	(1,000)		-
Instruction Related Technology	2,478	94,736	4,119	90,616	4%	43,180
General Administration	886,941	1,210,048	1,628,782	(418,734)	135%	2,159,468
School Administration	-	52,320	371,061	(318,742)	709%	12,327
Facility Acquisition & Construction	-	-	14,000	(14,000)		-
Fiscal Services	-	46,607	151,439	(104,832)	325%	63,045
Food Services	-	-	305,930	(305,930)		-
Central Services	20,000	(7,452)	174,390	(181,841)	-2340%	38,844
Student Transportation Services	51,705	(59,673)	299,093	(358,766)	-501%	215,773
Operation of Plant	-	(33,526)	459,475	(493,001)	-1370%	203,333
Maintenance of Plant	-	13,838	106,105	(92,267)	767%	692
Admin Technology Services	-	-	214,424	(214,424)		414,822
Community Services	-	157	9,870	(9,712)	6270%	640
Total Expenditures	29,310,540	40,514,638	42,735,277	(2,220,639)	105%	41,844,907
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	1,290,809	1,314,596	(23,787)		7,149,571
OTHER FINANCING SOURCES (USES)						
Transfers Out:						
To General Fund	-	(1,290,809)	(1,314,596)	23,787	102%	(649,571)
To Internal Service Fund	-	-	-	-		(6,500,000)
Total Other Financing Sources (Uses)	-	(1,290,809)	(1,314,596)	23,787		(7,149,571)
Net Change in Fund Balance	-	0	(0)	0		-
Fund Balance, Beginning	-	-	-	-		-
Fund Balance, Ending	$ -	$ 0	$ (0)	$ 0		$ -

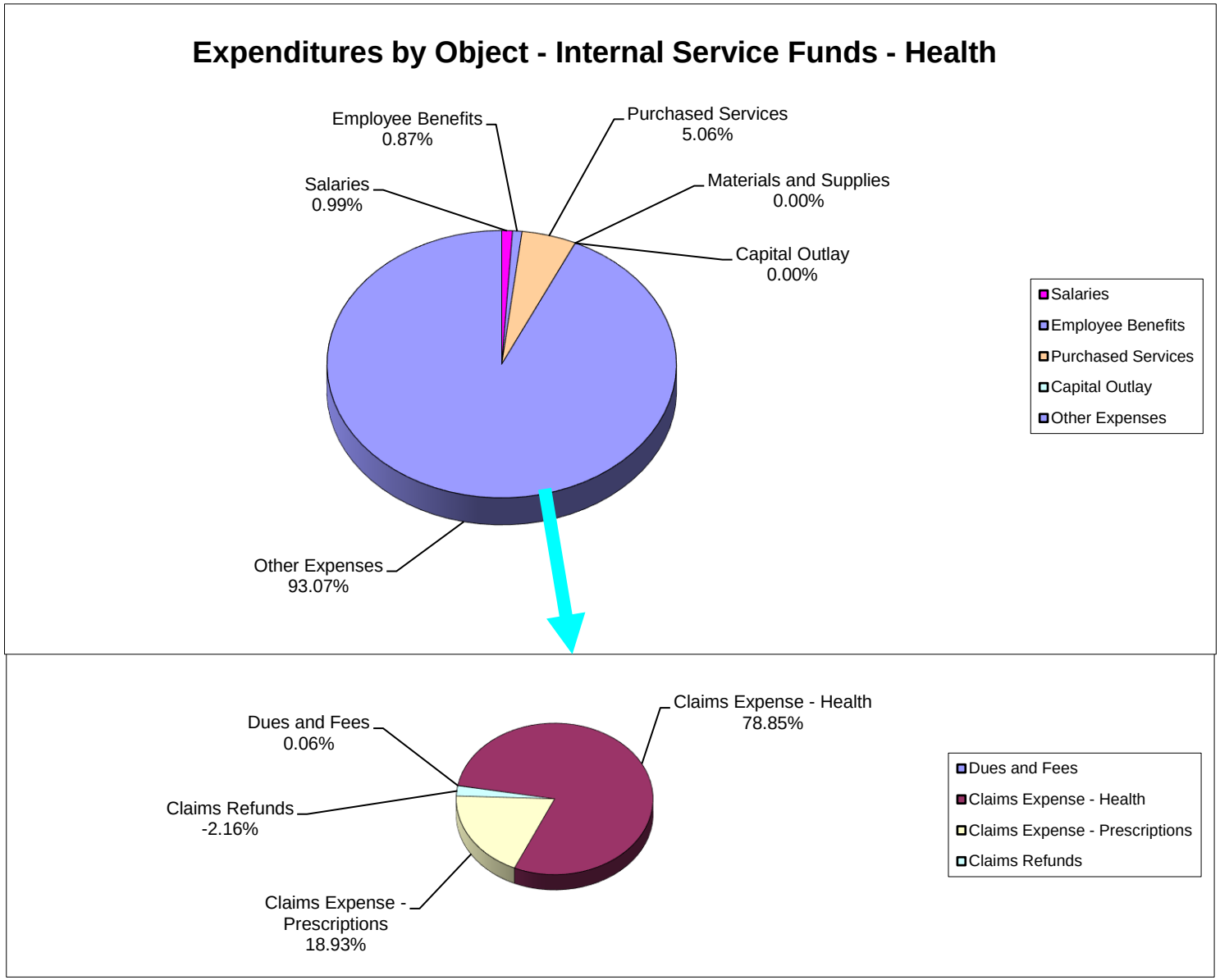
*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.
*The Special Revenue Fund Report does not reflect Current Budget for grants that cross fiscal years.

Expenditures by Function - Other Special Revenue Funds



School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Net Position
Internal Service Funds - Health
For Month Ended January 31, 2024

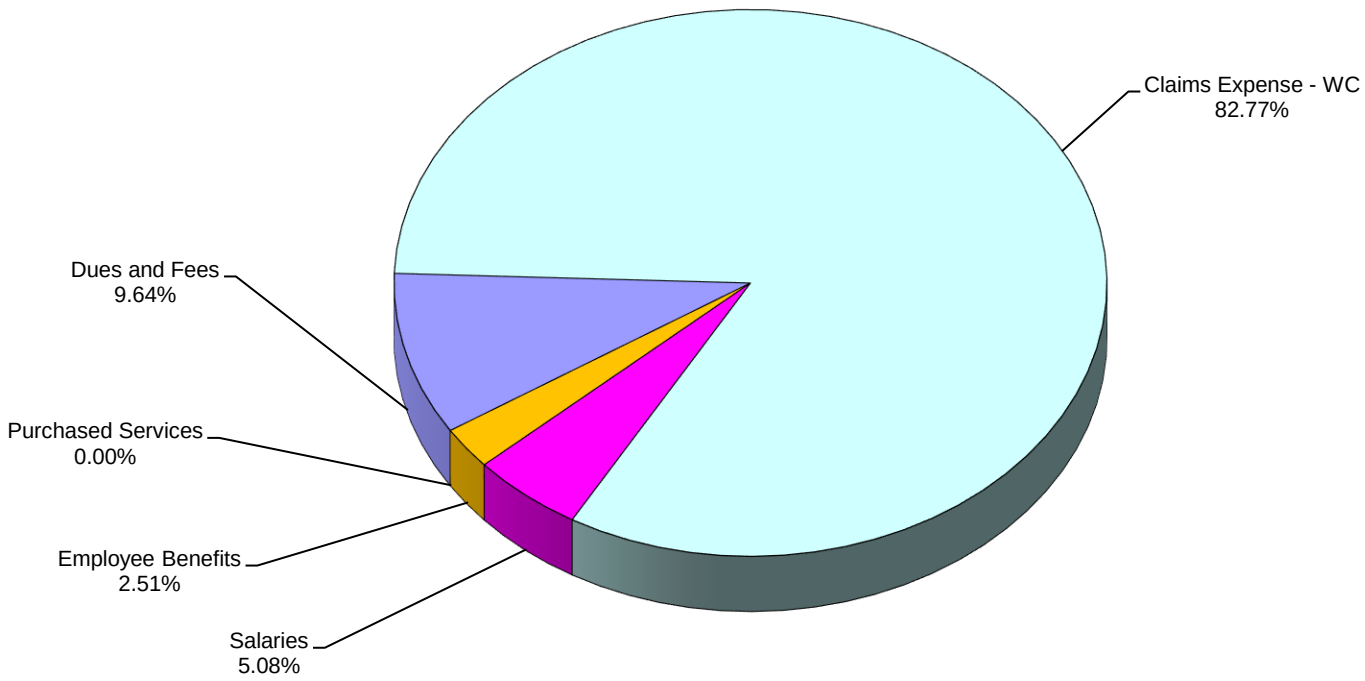
	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Operating Revenues:						
Premium - Employer	$ 39,401,000	$ 39,401,000	$ 19,999,530	$ 19,401,470	51%	$ 18,704,024
Premium - Employee	13,391,000	13,391,000	6,834,940	6,556,060	51%	6,632,652
Premium - Retiree	1,450,000	1,450,000	783,622	666,378	54%	745,520
Premium - Leave/COBRA	400,000	400,000	253,712	146,288	63%	223,816
Miscellaneous Local Revenue	-	-	-	-		-
Refund of Prior Year Expenditure	-	-	-	-		-
Total Operating Revenues	54,642,000	54,642,000	27,871,804	26,770,196	51%	26,306,012
Total Revenues	54,642,000	54,642,000	27,871,804	26,770,196	51%	26,306,012
EXPENDITURES						
Operating Expenditures:						
Salaries	614,638	614,638	354,482	260,156	58%	380,824
Employee Benefits	385,765	385,765	312,569	73,196	81%	303,121
Purchased Services	3,363,406	3,364,306	1,813,802	1,550,504	54%	1,906,558
Materials and Supplies	3,500	3,000	1,419	1,581	47%	1,342
Capital Outlay	-	-	-	-		-
Other Expenses:						
Dues and Fees	22,000	21,600	21,505	95	100%	20,601
Subs for ATD	-	-	-	-		-
Claims Expense - Health	46,932,000	46,932,000	27,482,524	19,449,476	59%	29,454,539
Claims Expense - Prescriptions	9,186,581	9,186,581	6,597,569	2,589,012	72%	7,927,017
E&O Claims	-	-	-	-		-
Claims Refunds - Health	-	-	-	-		-
Claims Refunds - Prescriptions	(1,000,000)	(1,000,000)	(754,556)	(245,444)	75%	(786,752)
Total Other Expenses	55,140,581	55,140,181	33,347,042	21,793,139	60%	36,615,405
.						
Total Expenditures	59,507,891	59,507,891	35,829,315	23,678,576	60%	39,207,250
Operating Income (Loss)	(4,865,891)	(4,865,891)	(7,957,510)	(3,091,619)		(12,901,238)
Transfers In:						
From General Fund	-	-	-			-
From Special Revenue	-	-	-	-		6,500,000
Total Transfers		-	-			6,500,000
Change in Net Position	(4,865,891)	(4,865,891)	(7,957,510)	(3,091,619)		(6,401,238)
Net Position, Beginning	12,870,340	12,870,340	12,870,340	-		8,444,558
Net Position, Ending	$ 8,004,449	$ 8,004,449	$ 4,912,829	$ (3,091,619)		$ 2,043,320


Expenditures by Object - Internal Service Funds - Health
Employee Benefits
0.87%
Purchased Services
5.06%
Salaries
0.99%
Materials and Supplies
0.00%
Capital Outlay
0.00%
Other Expenses
93.07%
Salaries
Employee Benefits
Purchased Services
Capital Outlay
Other Expenses
Claims Expense - Health
78.85%
Dues and Fees
0.06%
Claims Refunds
-2.16%
Claims Expense -
Prescriptions
18.93%
Dues and Fees
Claims Expense - Health
Claims Expense - Prescriptions
Claims Refunds

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Net Position
Internal Service Funds - Workers Compensation
For Month Ended January 31, 2024

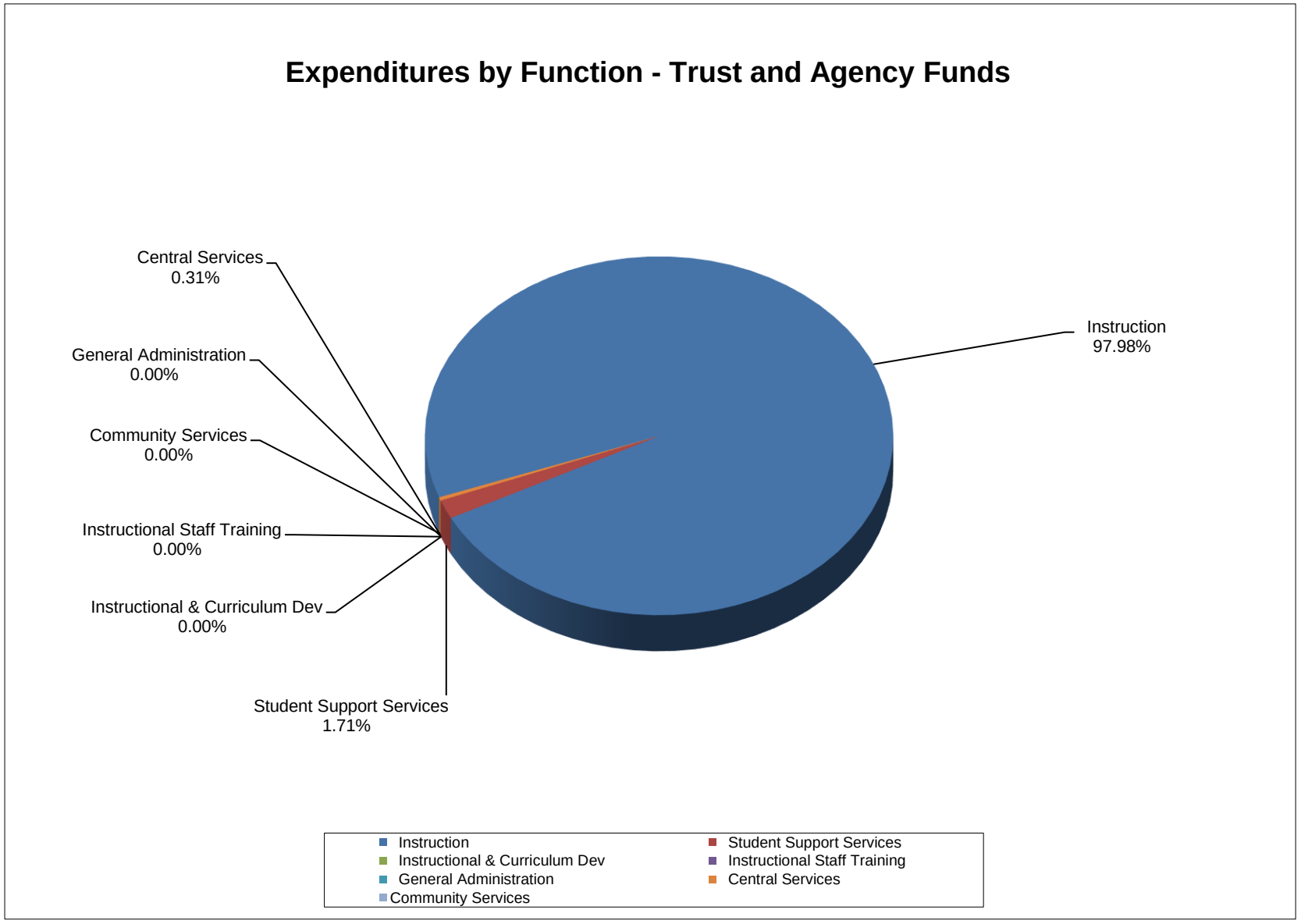
	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Operating Revenues:						
Premium - Employer	$ 3,200,000	$ 3,200,000	$ 2,299,952	$ 900,048	72%	$ 1,717,328
Total Operating Revenues	3,200,000	3,200,000	2,299,952	900,048	72%	1,717,328
Total Revenues	3,200,000	3,200,000	2,299,952	900,048	72%	1,717,328
EXPENDITURES						
Operating Expenditures:						
Salaries	241,506	241,506	110,219	131,288	46%	95,613
Employee Benefits	90,402	90,402	54,370	36,032	60%	44,837
Purchased Services	-	-	-	-		-
Other Expenses:						
Dues and Fees	347,891	347,891	208,924	138,967	60%	207,465
Claims Expense - Workers' Comp	2,787,393	2,787,393	1,802,846	984,547	65%	1,362,640
Claims Refund	-	-	(8,508)	8,508		(17,401)
Total Other Expenses	3,135,284	3,135,284	2,003,262	1,132,022	64%	1,552,704
Total Expenditures	3,467,192	3,467,192	2,167,851	1,299,341	63%	1,693,154
Operating Income (Loss)	(267,192)	(267,192)	132,101	399,294		24,174
Change in Net Position	(267,192)	(267,192)	132,101	399,294		24,174
Net Position, Beginning	1,565,045	1,565,045	1,565,045	-		2,266,182
Net Position, Ending	$ 1,297,853	1,297,853	$ 1,697,147	$ 399,294		$ 2,290,356

Expenditures by Object - Internal Service Funds
Workers Compensation



School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Net Position
Trust and Agency Funds
For Month Ended January 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual January 2023
REVENUES						
Miscellaneous Federal Direct:						
Federal Direct	$ 215,000	$ 215,000	$ 139,636	$ 75,364	65%	$ 161,431
Total Federal Direct	215,000	215,000	139,636	75,364	65%	161,431
Local:						
Gifts, Grants, & Bequests	1,255	9,131	9,131	-	100%	20,870
Financial Aid Fees	226,340	337,600	291,853	45,748	86%	272,489
Other Student Fees	-	-	-	-		-
Other Miscellaneous Local Sources	250,100	288,472	278,982	9,490	97%	200,966
Total Local	477,695	635,203	579,966	55,238	91%	494,325
Total Revenues	692,695	850,203	719,601	130,602	85%	655,756
EXPENDITURES						
Instruction	1,756,034	1,920,667	432,429	1,488,237	23%	301,777
Student Support Services	6,567	11,067	7,526	3,542	68%	18,065
Instructional & Curriculum Dev	27,846	24,346	-	24,346	0%	1,024
Instructional Staff Training	-	-	-	-		-
General Administration	12,656	2,656	-	2,656	0%	-
Central Services	7,752	9,627	1,378	8,249	14%	2,430
Student Transportation Services	-	-	-	-		-
Admin. Technology Services	-	-	-	-		-
Community Services	3,500	3,500	-	3,500	0%	-
Total Expenditures	1,814,355	1,971,863	441,333	1,530,531	22%	323,296
Change in Net Position	(1,121,660)	(1,121,660)	278,269	1,399,929		332,460
Net Position, Beginning	1,121,660	1,121,660	1,121,660	0		945,156
Net Position, Ending	$ -	$ -	$ 1,399,929	$ 1,399,929		$ 1,277,616


Expenditures by Function - Trust and Agency Funds
Central Services
0.31%
General Administration
0.00%
Community Services
0.00%
Instructional Staff Training
0.00%
Instructional & Curriculum Dev
0.00%
Student Support Services
1.71%
Instruction
97.98%
Instruction
Student Support Services
Instructional & Curriculum Dev
Instructional Staff Training
General Administration
Central Services
Community Services

SCHOOL BOARD

Chad Choate III
Chair

Cindy Spray
Vice Chair

Mary Foreman
Gina Messenger
Richard Tatem

SUPERINTENDENT

Jason C. Wysong, Ed.D.

SCHOOL DISTRICT OF MANATEE COUNTY

MEMORANDUM

DATE: January 18, 2024

TO: Jason C. Wysong, Ed. D., Superintendent

FROM: Rachel Sellers, Deputy Superintendent of Business Services

SUBJECT: Certification of Monthly Bank Reconciliation (01/31/2024)

As a response to Audit Finding 2019-001, Finance staff developed the following internal control enhancement: District staff will complete monthly bank reconciliations, and a review with accounting staff will occur on the third Monday of every month, chaired by the Deputy Superintendent of Business Services. At completion of the monthly reconciliation review, the Deputy Superintendent of Business Services will certify the completion of the reconciliation to the Superintendent.

Also available (upon request) are the cash ledger and bank statement summaries that support the "book" and "bank" amounts in the reconciliation, and also screenshots, from the PeopleSoft Treasury module, proving that the January 31, 2024 book-to-bank reconciliation has been completed, with $0 variance.

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

AGENDA ITEM NO. 16.2

School Board of Manatee County
March 19, 2024 - Regular Board Meeting

Title
Year-to-Date Charter School Financial Statement Summary Through January 31, 2024

Executive Summary
Unaudited year-to-date financial statements of the Charter Schools are submitted to the District each month or quarter, depending on each school's reporting requirements. These reports are filed in the District's administrative offices and are available upon request.

The District reviews and summarizes the financial statements; however, cannot certify as to their accuracy. The summary data is provided for information only purposes. Each charter school's Board is responsible for the accuracy of the monthly financial statements submitted to the District.

Note: Annual financial audits are conducted by independent CPAs for each Charter school following the fiscal year end.

Contact
Submitting Department: Business Services
Initiated By: Cathy Miley

Attachments:
Charter Schools Financial Rpt Summary 2023-2024-Consolidated Jan 2024.pdf

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2023-24

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2101 - Manatee School for the Arts & Sciences												
Fund Balance July 1, 2023	**$ 1,086,345.00**	**$ 1,086,345.00**	**$ 1,097,039.00**	**$ 1,097,039.00**	**$ 1,198,472.00**	**$ 1,198,472.00**	**$ 1,198,472.00**					
Revenue	86,450.00	205,647.00	312,893.00	423,240.00	570,961.00	682,731.00	799,949.00					
Expense	(14,757.00)	(112,586.00)	(212,116.00)	(323,689.00)	(489,916.00)	(597,572.00)	(710,397.00)					
Transfers		10,694.00										
Fund Balance, Ending	**$ 1,158,038.00**	**$ 1,190,100.00**	**$ 1,197,816.00**	**$ 1,196,590.00**	**$ 1,279,517.00**	**$ 1,283,631.00**	**$ 1,288,024.00**					
Unrestricted/Unassigned Fund Balance	$ 228,933.00	$ 232,451.00	$ 235,618.00	$ 237,379.00	$ 35,358.00	$ 34,090.00	$ 33,885.00					
2102 - Team Success*												
Fund Balance July 1, 2023			**$ 3,931,466.00**			**$ 3,931,434.00**						
Revenue			3,070,880.00			$ 6,311,860.00						
Expense			(3,304,977.00)			(6,279,019.00)						
Transfers			(563,806.00)			(384,499.00)						
Fund Balance, Ending			**$ 3,133,563.00**			**$ 3,579,776.00**						
Unrestricted/Unassigned Fund Balance			$ 3,133,563.00			$ 3,559,863.00						
2104 - Manatee School for the Arts												
Fund Balance July 1, 2023	**$ 11,355,506.00**	**$ 11,355,506.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**					
Revenue	1,438,257.00	3,100,732.00	5,687,266.00	7,525,569.00	10,135,297.00	11,854,386.00	13,502,026.00					
Expense	(1,432,000.00)	(3,313,971.00)	(5,257,989.00)	(7,095,172.00)	(8,835,289.00)	(10,581,940.00)	(12,246,078.00)					
Transfers					(1,357,972.00)	(1,534,432.00)	(1,873,068.00)					
Fund Balance, Ending	**$ 11,361,763.00**	**$ 11,142,267.00**	**$ 10,329,224.00**	**$ 10,330,344.00**	**$ 9,841,983.00**	**$ 9,637,961.00**	**$ 9,282,827.00**					
Unrestricted/Unassigned Fund Balance	$ 10,068,595.00	$ 9,164,443.00	$ 7,986,926.00	$ 7,655,634.00	$ 8,135,325.00	$ 7,931,303.00	$ 9,282,827.00					
2120 - Rowlett Middle Academy*						$						
Fund Balance July 1, 2023			**$ 410,611.00**			**$ 410,611.00**						
Revenue			2,058,990.44			3,969,526.95						
Expense			(1,915,621.05)			(3,700,937.02)						
Transfers			(142,066.37)			(240,717.24)						
Fund Balance, Ending	**$ -**	**$ -**	**$ 411,914.02**	**$ -**	**$ -**	**$ 438,483.69**						
Unrestricted/Unassigned Fund Balance			$ 405,749.02			$ 438,483.69						
2121 - Manatee Charter Schoo												
Fund Balance July 1, 2023	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**					
Revenue	363,800.51	1,087,184.68	1,535,121.66	1,763,866.76	2,312,237.02	2,880,926.56	3,174,829.56					
Expense	(279,319.18)	(797,409.11)	(1,181,584.81)	(1,306,611.93)	(1,778,018.92)	(2,256,367.83)	(2,550,270.83)					
Transfers		(180,681.26)	(271,021.89)	(361,362.52)	(451,703.15)	(542,043.78)	(542,043.78)					
Fund Balance, Ending	**$ 172,327.33**	**$ 196,940.31**	**$ 170,360.96**	**$ 183,738.31**	**$ 170,360.95**	**$ 170,360.95**	**$ 170,360.95**					
Unrestricted/Unassigned Fund Balance	$ 17,148.00	$ 44,808.00	$ -	$ 18,862.51	$ 5,485.15	$ -	$ -					
2122 - Oasis Middle School												
Fund Balance July 1, 2023	**$ 131,607.00**	**$ 131,607.00**	**$ 93,607.00**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**					
Revenue	52,773.00	91,690.00	118,924.00	150,842.00	271,509.00	332,452.00	431,946.00					
Expense	(65,256.00)	(121,821.00)	(186,546.00)	(273,977.00)	(335,448.00)	(398,775.00)	(471,837.00)					
Transfers												
Fund Balance, Ending	**$ 119,124.00**	**$ 101,476.00**	**$ 25,985.00**	**$ (242,662.00)**	**$ (183,466.00)**	**$ (185,850.00)**	**$ (159,418.00)**					
Unrestricted/Unassigned Fund Balance	$ 119,124.00	$ 101,476.00	$ 25,985.00	$ (242,662.00)	$ (183,466.00)	$ (185,850.00)	$ (159,418.00)					
2123 - Imagine Charter - North Manatee												
Fund Balance July 1, 2023	**$ 75,805.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**					
Revenue	472,882.22	1,043,173.00	1,550,175.00	2,157,812.00	2,744,748.00	3,561,499.00	4,112,445.00					
Expense	(307,136.64)	(987,762.00)	(1,666,220.00)	(2,309,536.00)	(3,203,749.00)	(3,706,167.00)	(4,279,314.00)					
Transfers	(62,125.01)											
Fund Balance, Ending	**$ 179,425.57**	**$ 220,628.00**	**$ 49,172.00**	**$ 13,493.00**	**$ (293,784.00)**	**$ 20,549.00**	**$ (1,652.00)**					
Unrestricted/Unassigned Fund Balance	$ 179,425.57	$ 220,628.00 Restated	$ 49,172.00 Restated	$ 13,493.00	$ (293,784.00)	$ 20,549.00	$ (1,652.00)					
2124 - Imagine Charter- Lakewood Ranch												
Fund Balance July 1, 2023	**$ 110,482.90**	**$ 11,407.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**					
Revenue	366,249.64	905,146.41	1,558,395.00	2,148,960.00	2,580,665.00	3,112,513.00	3,468,299.00					
Expense	(524,131.29)	(1,126,962.73)	(1,626,004.00)	(2,216,573.00)	(2,597,031.00)	(3,051,886.00)	(3,547,026.00)					
Transfers	133,757.04	(11,233.68)										
Fund Balance, Ending	**$ 86,358.29**	**$ (221,643.00)**	**$ 11,897.00**	**$ 11,893.00**	**$ 63,140.00**	**$ 140,133.00**	**$ 779.00**					
Unrestricted/Unassigned Fund Balance	$ 3,697.61	$ (686,963.34) Charter school has not restated	$ 11,897.00	$ 11,893.00	$ 63,140.00	$ 140,133.00	$ 779.00					
2131 - Palmetto Charter School*												
Fund Balance July 1, 2023			**$ 1,650,340.00**			**$ 1,650,340.00**						
Revenue			1,055,126.28			2,295,334.10						
Expense			(863,619.26)			(1,870,686.63)						
Transfers												
Fund Balance, Ending			**$ 1,841,847.02**			**$ 2,074,987.47**						
Unrestricted/Unassigned Fund Balance			$ 1,841,846.02			$ 2,074,987.47						
2141 - State College of FL Collegiate School*												
Fund Balance July 1, 2023			**$ 2,381,293.00**			**$ 2,381,293.00**						
Revenue			1,079,015.00			2,212,707.00						
Expense			(581,748.00)			(1,722,264.00)						
Transfers												
Fund Balance, Ending			**$ 2,878,560.00**			**$ 2,871,736.00**						
Unrestricted/Unassigned Fund Balance			$ 2,878,560.00			$ 2,847,055.00						
2161 - Visible Men Academy												
Fund Balance July 1, 2023	**$ 240,269.72**	**$ 240,269.72**	**$ 240,269.72**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**					
Revenue	248,348.61	309,631.02	384,737.87	604,648.49	692,734.20	788,359.88	894,165.49					
Expense	(141,601.68)	(276,957.93)	(398,083.62)	(533,077.51)	(682,833.93)	(822,293.28)	(975,583.53)					
Transfers			3,744.00	7,471.00	11,207.00	14,990.00	36,445.00					
Fund Balance, Ending	**$ 347,016.65**	**$ 272,942.81**	**$ 230,667.97**	**$ 271,902.78**	**$ 213,968.07**	**$ 173,917.40**	**$ 147,887.76**					
Unrestricted/Unassigned Fund Balance	$ 166,342.00	$ 253,648.49	$ 211,373.65	$ 252,608.46	$ 194,673.75	$ 154,623.08	$ 128,590.44					
2171 - Rowlett Academy for Arts - Elementary*												
Fund Balance July 1, 2023			**$ 2,194,968.00**			**$ 2,194,968.00**						
Revenue			2,985,424.18			5,405,991.31						
Expense			(2,535,960.10)			(5,042,806.68)						
Transfers			(808,519.55)			(975,031.13)						
Fund Balance, Ending			**$ 1,835,912.53**			**$ 1,583,121.50**						
Unrestricted/Unassigned Fund Balance			$ 1,812,982.53			$ 1,560,191.50						
2181 - Parrish Charter Academy												
Fund Balance July 1, 2023	**$ 621,018.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**					
Revenue	478,235.00	1,127,372.00	1,764,673.00	2,418,410.00	3,533,165.00	4,181,957.00	4,810,160.00					
Expense	(598,624.00)	(1,308,598.00)	(1,517,500.00)	(2,496,900.00)	(3,108,021.00)	(3,731,168.00)	(4,319,799.00)					
Transfers	(709.00)	5,118.00	8,145.00	30,679.00	121,287.00	141,281.00	186,558.00					
Fund Balance, Ending	**$ 499,920.00**	**$ 444,909.00**	**$ 876,335.00**	**$ 573,206.00**	**$ 1,167,448.00**	**$ 1,213,087.00**	**$ 1,297,936.00**					
Unrestricted/Unassigned Fund Balance	$ 499,919.00 restated	$ 444,910.00 restated	$ 871,335.00 restated	$ 568,206.00	$ 1,162,448.00	$ 1,208,087.00	$ 1,292,936.00					
2182 - Lakewood Ranch Preparatory Academy												
Fund Balance July 1, 2023	**$ 462,042.79**	**$ 462,042.79**	**$ 503,807.00**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**					
Revenue	652,959.83	1,939,319.92	4,246,117.98	5,481,470.82	7,145,004.89	8,797,754.35	10,170,281.45					
Expense	(301,040.69)	(2,071,854.07)	(3,721,735.63)	(4,809,394.85)	(5,859,603.36)	(7,104,464.38)	(8,095,070.38)					
Transfers			(473,478.12)	(631,303.80)	(1,234,497.30)	(1,615,007.07)	(1,996,928.17)					
Fund Balance, Ending	**$ 813,961.93**	**$ 329,508.64**	**$ 554,711.23**	**$ 544,578.96**	**$ 554,711.02**	**$ 582,089.69**	**$ 582,089.69**					
Unrestricted/Unassigned Fund Balance	$ 40,647.00	$ 40,647.00	$ 554,711.02	$ -	$ -	$ -	$ -					
2192 Hola! At MSA												
Fund Balance July 1, 2023	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**					
Revenue		416,641.00	770,216.00	1,082,521.00	1,354,611.00	1,933,064.00	2,206,313.00					
Expense		(19,019.00)	(121,495.00)	(892,382.00)	(253,152.00)	(320,590.00)	(625,297.00)					
Transfers							(145,127.00)					
Fund Balance, Ending	**$ -**	**$ 397,622.00**	**$ 648,721.00**	**$ 190,139.00**	**$ 1,101,459.00**	**$ 1,612,474.00**	**$ 1,435,889.00**					
Unrestricted/Unassigned Fund Balance		$ 423,242.00	$ 582,537.00	$ 190,139.00	$ 994,480.00	$ 1,515,496.00	$ 1,435,889.00					

***Quarterly Reports/High Performing**
Missing Monthly/Quarterly Financial Data

NOTE: This is a summary of the unaudited financial statements of the Charter Schools. For audited financial statements, please refer to Florida Department of Education.