Agenda

February 24, 2026
School Board of Manatee County
Regular Board Meeting and Public Hearing - 5:30 PM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. **CALL TO ORDER**
2. **DISTRICT VISION - Choate**
3. **INVOCATION**
4. **COLOR GUARD - Manatee High School**
5. **VETERAN LED PLEDGE OF ALLEGIANCE**
6. **APPROVAL OF THE AGENDA**
    1. Approval of the Agenda Amendments - added after publishing
7. **APPROVAL OF MINUTES**
8. **STUDENT CELEBRATIONS | RECOGNITIONS**
    1. Celebration of Rogers Garden-Bullock Elementary School
9. **PUBLIC COMMENT AND RESPONSES (UP TO 60 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.

10. REPORTS AND PRESENTATIONS

1. World Languages Adoption Committee Process and Recommendations

11. 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 at the end of the section.

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, and ESOL (English for Speakers of Other Languages) (No Financial Impact)
3. Approval of the World Languages Adoption Committee Recommendations for the 2026-2027 School Year, Approximately $750,000.00 (Multiple Funding Sources)
4. Approval to Apply, Accept and Expend the Safety and Security of School Buildings Grant in the Amount of $323,683.00 (Incoming State Grant Funds)
5. Approval to Apply, Accept and Expend Amendment 5 of the Stronger Connections Grant in the Amount of $46,571.92 (Incoming Federal Grant Funds)
6. Approval of the Manatee Technical College (MTC) Dual Enrollment Articulation Agreements for the 2026-2027 School Year (No Net Financial Impact)
7. Approval to Renew the Florida Postsecondary Comprehensive Transition Programs (FPCTP) Program, Project Educational Development Geared for Employment (EDGE) for the 2026-2031 School Years (No Financial Impact)
8. Approval of the Amendment to the Rowlett Middle Charter Academy Contract to Reflect High Performing Status, Moving from a Current Term of Five (5) Years to a Term of Fifteen (15) Years to June 30, 2037 (No Financial Impact)
9. Approval of the Revised Purchase of Character Education Program with Game on Nation, SDMC No. 26-0046-BS, Estimated in the amount of $175,000.00 (Multiple Funding Sources)
10. Approval of Authorization to Negotiate Architect and Engineering (AE) Services for Tillman Elementary Campus Wide Renovations (No Financial Impact)
11. Approval of Request to Declare Surplus and Donate District Property (Outgoing Donation)
12. Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater than $5,000.00 (Possible Incoming Funds to General Fund and Special Revenue-Food Service Fund)

12. NEW BUSINESS (Discussion Items Pulled from Consent)

13. NEW BUSINESS (Non-Consent Items)

1. Approval of the Budget Amendments for December 2025 (No Financial Impact)
2. Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on April 7, 2026 (General Fund)

14. NEW BUSINESS (No Superintendent Recommendation)

1. Approval of School Board Member Spray to Travel to Washington, D.C. with the Greater Florida Consortium of School Boards March 16-18, 2026 Not to Exceed $2,300.00 (General Fund) - added after publication
2. Black History Month 2026 Proclamation

15. ADDITIONAL PUBLIC COMMENT (IF NECESSARY)

16. INFORMATION ONLY (No Board Action Required)

1. Year-to-Date Financial Statements Through December 31, 2025 (No Financial Impact)
2. Year-to-Date Charter School Financial Statement Summary Through December 31, 2025

17. UPDATES
A. INSTRUCTION UPDATE
B. OPERATIONS UPDATE
C. LEGAL UPDATE

18. SUPERINTENDENT REMARKS

19. BOARD COMMENTS

20. ADJOURNMENT

AGENDA ITEM NO. 6.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Agenda Amendments - *added after publishing*

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

Agenda amended Friday February 20, 2026, to **add** attachment *Grades 6-12 World Languages Instructional Adoption Recommendations* **to** Reports and Presentation item *World Languages Adoption Committee Process and Recommendations.*

Agenda amended Friday February 20, 2026, to **add** New Business (No Superintendent Recommendation) item *Approval of School Board Member Spray to Travel to Washington, D.C. with the Greater Florida Consortium of School Boards March 16-18, 2026 Not to Exceed $2,300.00 (General Fund).*

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 the approval of the agenda amendments.

Financial Impact
There is no financial impact to amending the agenda.

Contact
Submitting Department: School Board

AGENDA ITEM NO. 8.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing

Title
Celebration of Rogers Garden-Bullock Elementary School

Executive Summary
The School Board will honor the legacy of Rogers Garden-Bullock Elementary School.

Contact
Submitting Department: Communications
Initiated by: Kevin Chapman

AGENDA ITEM NO. 10.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing

Title
World Languages Adoption Committee Process and Recommendations

Executive Summary
Mr. Derek Jensen, Deputy Superintendent of Instruction, and Ms. Erin Chapman, Coordinator of Instructional Projects, will present on the 2026-2027 world languages adoption committee process and recommendations.

Florida law requires each district School Board to purchase instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in the core courses of mathematics, language arts, science, social studies, reading, and literature. Pursuant to Florida State Statute 1006.43, Florida State Board of Education Rule 6A-7.0710, and School District of Manatee County Policy 2520, district staff implemented the adoption process for World Languages for implementation in the 2026-27 school year.

The District's textbook adoption committee for World Languages convened on January 5th, 2026, January 8th,2026, and January 21, 2026. All the options evaluated by the districts adoption committee were included on the Florida DOE Short Bid Report for 9-12 World Languages.

The World Languages instructional materials adoption committee recommendations are identified below. The website https://www.manateeschools.net/textbookadoption contains the committee's agendas and meeting note, as well as digital access for public review. If approved by the School Board, the Superintendent will purchase the committee's highest-ranked recommended instructional materials that also appear on the 2025-26 FLDOE World Languages Instructional Materials Adoption List current at the time of purchase following the 30-day objection filing period. Relevant professional learning will be provided in anticipation of program implementation beginning in August of 2026.

The World Languages Adoption Committee recommends, in order preference, the following instructional materials:
Spanish-
1. Carnegie Learning, Inc
2. Klett World Languages, Inc

French-
1. Klett World Languages, Inc
2. Vista Higher Learning

The recommended materials are avaiable for public review online or in person at the Professional Support Center located at 2501 63rd Ave E, Bradenton, Fl 34203.

Contact
Submitting Department: Curriculum and Professional Learning
Initiated By: Tiffany Spradling

Attachments:
World Languages IM Ranking Recommendations-added after publication

Grades 6-12 World Languages

Instructional Materials Adoption Recommendations

February 24, 2026

School Board Meeting

Statute and Policy

- Florida law and School Board policy 2520 (*Selection and Adoption of Instructional Materials*) requires the School Board to adopt and provide adequate instructional materials to students enrolled in the School District of Manatee County.

Grades 6-12 World Languages Instructional Materials Adoptions

- SDMC middle and high schools offer Spanish and French world language courses.
- In 2025-2026, over 3,700 students are enrolled in a Spanish or French course.
- Adopting new materials will provide much needed digital and instructional advancements in world language instruction for teachers and students.

Instructional Materials Adoption Process



Adoption Process

- Publishers presented print and digital materials that were evaluated by the District Instructional Materials Adoption Committees (middle and high school world languages teachers, school administrators, parents, and community members) for both Spanish and French.
- Publishers' sample materials were available for in-person view at the Professional Support Center and digitally on the District website.
- Committees met to evaluate the publishers' sample materials for alignment to state standards and effective classroom implementation.
- Feedback on publishers' sample materials was solicited from non-committee serving world languages teachers and the public.
- Selections for Spanish I-IV and French I-II have been state-approved for classroom use beginning in 2026-27.

Spanish I-IV Selection

CARNEGIE LEARNING



- **Student Edition:** language practice and exploration through guided in-class and independent lessons
- **Student Workbook:** vocabulary, grammar, and cultural understanding built with practical exercises, authentic resources, and Pre-AP practice
- Easy to follow, engaging layout
- **Interactive digital texts** with embedded media and auto-graded activities
- **Vocabulary in Context** videos and **eVisuals** to support language growth
- **Cultural study** is embedded in each unit
- Teachers can **track student progress** online and plan engaging and differentiated lessons with provided resources
- Supports for **differentiation and accommodations** provided
- Integration with **Schoology**

French I-II Selection

Klett World Languages



- Proficiency-based, innovative, **standards-based** French program
- Follows a communicative approach to **learning through projects** inspired by real-world scenarios
- Integrates **culture and interactive technology** throughout
- Workbooks expand grammar and vocabulary presented in textbook
- **Grammar and Pronunciation tutorials**
- Videos with scripts and closed captions; audio files with scripts
- Interactive **quizzes and assessment resources** that allow teachers to track student progress online and plan engaging and differentiated lesson with provided resources
- Supports for **differentiation and accommodations** provided
- Integration with **Schoology**

Next Steps

30-Day Objection Filing Period (Feb 25 – Mar 27, 2026)

Objection Process, if needed

Place Order (as early as Apr 2026)

Grades 6-12 World Languages

Instructional Materials Adoption Recommendations

February 24, 2026

School Board Meeting

AGENDA ITEM NO. 11.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact)

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 2025-2026 school years have been interviewed by administrative staff members and have applications with favorable references on file in the Human Resources Department.

The lists for Teachers, Paraprofessionals, SAMP, AFSCME and Non-Bargaining for the 2024-2025 school year are available at the School Support Center in Room 106.

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: Dr. Christina Britton

Attachments:
Board Material Working 2.24.26

Hire

Administrative

Type	Name	Department/Location	Position	Effective Date
Hire	Atura, Melissa	Lee Middle School	Nurse, School, RN (Range $41,803 - $81,823)	2-17-2026
Hire	Carreras, Connie	Kinnan Elementary School	Nurse, School, RN (Range $41,803 - $81,823)	2-2-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Hire	Aloise, Roxanne	Manatee Technical College	Secretary, Senior School, MTC	2-9-2026
Hire	Anderson, Brittany	Myakka Elementary School	Tchr Aide, ESE	2-2-2026
Hire	Bowman, Sara	Harvey K-8 School	Tchr Aide, ESE	2-2-2026
Hire	Capula, Sabrina	Palmetto High School	Tchr Asst, Driver Educ	2-2-2026
Hire	Duckworth, Cathy	Tillman Elementary School	Nurse, School, LPN	2-1-2026
Hire	Florez, Valerie	Manatee Elementary School	Tchr Aide, ESOL	2-2-2026
Hire	Garcia Ponce, Vanessa	Food & Nutrition Services	Food Service-5 hr, Floater	2-2-2026
Hire	Greene, Nancy	Mills Elementary School	Tchr Aide, ESE	2-2-2026
Hire	Guerra Abrego, Ugo	Willis Elementary School	Custodian 8 Hr	2-17-2026
Hire	Howe, Emily	Braden River Middle School	Tchr Aide, MS	2-1-2026
Hire	Joyce, Cynthia	Tillman Elementary School	Tchr Aide, ES	2-2-2026
Hire	Leon, Yvon	Food & Nutrition Services	Worker, Food Service-6 hr	2-2-2026
Hire	Markokaj, EmilyJo	Lakewood Ranch High School	Tchr Aide, ESE, 1:1	2-2-2026
Hire	Martin, Paula	Daughtrey Elementary School	Tchr Aide, ESE	2-2-2026
Hire	McConnell, Eyanna	Palm View K-8 School	Registrar, School I, ES	2-2-2026
Hire	McFarland, Heather	Food & Nutrition Services	Food Service-5 hr, Floater	2-2-2026
Hire	Merza, Rasha	Food & Nutrition Services	Worker, Food Service-6 hr	2-17-2026
Hire	Miller, Jacqueline	Southeast High School	Nurse, School, LPN	2-2-2026
Hire	Orth, Lisa	Manatee Technical College	Secretary, School I, 12 Mo	2-9-2026
Hire	Rodriguez, Lanette	Rogers Garden-Bullock ES	Asst, School Clerical, 10.5 Mo	2-2-2026
Hire	Scott, Tyreggis	Palmetto High School	Tchr Aide, ESE, 1:1	2-17-2026
Hire	Suniaga De Orsetty, Sandra	Manatee Technical College	Custodian 4 Hr	2-2-2026
Hire	Torno Batista, Angel	Braden River Middle School	Custodian 8 Hr	2-2-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Hire	Beverly, Brian	Witt Elementary School	Tchr, VE/SC Concordia University–Wisconsin MA	2-17-2026
Hire	Gomez, Angelica	Southeast High School	Counselor, HS University of South Florida MA	2-1-2026
Hire	Jarred, Robin	Palm View K-8 School	Tchr, VE/SC University of South Florida MA	2-2-2026
Hire	Jones, Tiffany	Palmetto High School	Tchr, VE University of South Florida BA	2-1-2026
Hire	Lane, De'Andre	Manatee Elementary School	Tchr, Physical Educ, ES University of Florida MA	2-2-2026
Hire	McGee, Pamela	Miller Elementary School	First Grade Teacher Eastern Illinois University BA	2-1-2026
Hire	Murphy, Jack	Parrish Community High School	Tchr, VE University of South Florida BA	2-1-2026
Hire	Nelson, Jacquelyn	Harvey K-8 School	Third Grade Teacher Coastal Carolina University BA	2-1-2026
Hire	Sanders, Tracey	Horizons Academy	Tchr, VE Florida State University BA	2-1-2026

Hire	Shelton, Brian	Sea Breeze Elementary School	Tchr, ASD Univ of Mass–Boston BA	2-2-2026
Hire	Steffy, Patricia	Daughtrey Elementary School	Second Grade Teacher Bradley University MA	2-2-2026
Hire	Stephenson, Laura	Harvey K-8 School	Third Grade Teacher State Coll Fla Manatee-Sarasota BA	2-1-2026

Promotions

Administrative

Type	Name	Department/Location	Position	Effective Date
Promotion	Bettger, Amy	From: Stewart Elementary School To: Stewart Elementary School	From: Asst, School Clerical, 10.5 Mo To: Registrar, School I, ES	2-1-2026
Transfer	Croucher, Karen	From: Southeast High School To: Southeast High School	From: Worker, Food Service-6 hr To: Asst Manager, Food Service	2-15-2026
Transfer	Pearson, Melody	From: Bayshore High School To: Moody Elementary School	From: Asst Manager, Food Service To: Manager, Cafeteria I	2-15-2026
Promotion	Rae, Joseph	From: Haile Middle School To: Haile Middle School	From: Registrar, School I, MS To: Secretary, Senior School, MS	1-26-2026
Promotion	Tello, Isabel	From: Jain Middle School To: Jain Middle School	From: Clerk, Guidance To: Registrar, School I, MS	2-1-2026

Resignation

Educational Support

Type	Name	Department/Location	Position	Effective Date
Resignation	Bracco, Justin	Security	Safety Guardian	2-6-2026
Resignation	Cepeda Troy, Therese	Food & Nutrition Services	Food Service-5 hr, Floater	2-18-2026
Resignation	DeLeon, Jose	Food & Nutrition Services	Worker, Food Service-6 hr	2-11-2026
Resignation	Dominguez Fuentes, Gladys	Nolan Middle School	Custodian 8 Hr	2-12-2026
Resignation	Dudas, Lisa	Braden River Middle School	Tchr Aide, ESE	2-18-2026
Resignation	Mc Duffie, Kayla	Nolan Middle School	Tchr Aide, ESE, 1:1 (IDEA)	1-24-2026
Resignation	Miranda Hernandez, Zenaida Susana	Harvey K-8 School	Custodian 8 Hr - Harvey NRR	1-22-2026
Resignation	Rodriguez Martinez, Diana	Lee Middle School	Custodian 8 Hr	1-30-2026
Resignation	Rodriguez Torres, Pedro	Haile Middle School	Custodian 8 Hr	2-14-2026
Resignation	Sanson, Natasha	Williams Elementary School	Tchr Aide, ESE	2-2-2026
Resignation	Seifer, Marlee	Jain Middle School	Tchr Aide, ESE, 1:1	1-27-2026
Resignation	Sullivan, Susan	Manatee Elementary School	Health Aide	1-17-2026
Resignation	Troy, Frank	Food & Nutrition Services	Food Service-5 hr, Floater	2-14-2026
Resignation	Weidman, Amy	Food & Nutrition Services	Worker, Food Service-6 hr	2-7-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Resignation	Bandy, Beth	Daughtrey Elementary School	Third Grade Teacher	1-31-2026
Resignation	Comuzzi, Gina	Manatee Elementary School	Second Grade Teacher	2-21-2026
Resignation	Csogi, Lindsay	Jain Middle School	Specialist, Student Support	2-20-2026

Retirement

Administrative

Type	Name	Department/Location	Position	Effective Date
Retirement	Deonanan, Jason 3.17 Years of Service	Information Technology	Field Technician	2-28-2026
Retirement	Harwick, Kyra 27.50 Years of Service	Southeast High School	Secretary, School II	5-1-2026
Retirement	Vansprundel, Steven 19.16 Years of Service	Food & Nutrition Services	Supervisor, Food Service	1-23-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Retirement	Atkins, Frances 22.10 Years of Service	Bayshore Elementary School	Tchr Aide, ES	4-1-2026
Retirement	Freeman, Drew 21.09 Years of Service	Maintenance & Operations	Electrician II	2-3-2026
Retirement	Mcgrath, Joseph 18.33 Years of Service	Maintenance & Operations	Carpenter II, Outside	5-1-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Retirement	Desrosier, Leslie 22.50 Years of Service	Stewart Elementary School	Third Grade Teacher	5-30-2026

Termination

Educational Support

Type	Name	Department/Location	Position	Effective Date
Term During Probation	Brown, Emerald	Sea Breeze Elementary School	Tchr Aide, ESE, 1:1	1-24-2026
Term During Probation	Hernandez, Raquel	Food & Nutrition Services	Asst Manager, Food Service	1-29-2026
Job Abandonment	Martinez Reyes, Diego	Manatee High School	Custodian 8 Hr	1-29-2026
Term During Probation	Rivera, Yaribeliza	Food & Nutrition Services	Worker, Food Service-5 hr	2-5-2026
Job Abandonment	Ross, Da'Myia	Miller Elementary School	Tchr Aide, ES	1-24-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Term During Probation	Crawford, Shelley	Moody Elementary School	Tchr, EBD/SC	2-6-2026
Term During Probation	Tezanos, Jill	Harvey K-8 School	Tchr, VE	1-30-2026

Transfer

Educational Support

Type	Name	Department/Location	Position	Effective Date
Transfer	Corcoran, Malorie	From: Jain Middle School To: Jain Middle School	From: Asst, School Clerical, 10.5 Mo To: Clerk, Guidance	2-1-2026
Transfer	Cortes Garcia, Martin	From: Matzke Support Center To: Matzke Support Center	From: Operator, Special Equipment To: Technician, Lawn Maintenance	2-1-2026
Transfer	Galicia, Linda	From: Wakeland Support Center To: Lee Middle School	From: Worker, Food Service-5 hr To: Worker, Food Service-6 hr	2-1-2026
Transfer	Gonzalez, Hortencia	From: Braden River ES To: Professional Support Center	From: Head Custodian I To: Head Custodian II	2-15-2026
Transfer	Griffin, Takisha	From: Professional Support Center To: Professional Support Center	From: Secy, Instruction Curric To: Secy, Instruction Curric	2-15-2026
Transfer	Mangual, Michelle	From: Wakeland Support Center To: Johnson K-8 Sch of Int Studies	From: Food Service-5 hr, Floater To: Worker, Food Service-6 hr	2-1-2026
Transfer	Montoya Romero, Manuel	From: Wakeland Support Center To: Daughtrey Elementary School	From: Food Service-5 hr, Floater To: Worker, Food Service-6 hr	2-1-2026
Transfer	Moreno, Maria	From: Harllee Middle School To: Harllee Middle School	From: Clinic Attendant/Health Aide To: Clinic Attendant/Health Aide	2-15-2026
Transfer	Sequea, Nayleth	From: Lincoln Memorial MS To: Harvey K8 at North River Ranch	From: Worker, Food Service-5 hr To: Worker, Food Service-6 hr	2-1-2026

AGENDA ITEM NO. 11.2

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Report of Teachers' Out-of-Field Content, Reading, and ESOL (English for Speakers of Other Languages) (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 names of the teachers who 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 and ESOL (English for Speakers of Other Languages) (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Human Resources
Initiated By: Dr. Christina Britton

Attachments:
OOF ESOL 2.24.2026 Meeting
OOF Reading 2.24.2026 Meeting
OOF Content 2.24.2026 Meeting

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Bock,Jessie Rey	Lake Manatee K-8 School	Kindergarten Teacher	ESOL End. Class 1
Bourdon,Allison	Lake Manatee K-8 School	Kindergarten Teacher	ESOL End. Class 1
Buck,Olivia	Lake Manatee K-8 School	Second Grade Teacher	ESOL End. Class 2
Cricco,Cristina	Lake Manatee K-8 School	Third Grade Teacher	ESOL End. Class 1
Gogoel,Kirsten	Lake Manatee K-8 School	Fifth Grade Teacher	ESOL End. Class 1
Graber,Hailey	Lake Manatee K-8 School	Third Grade Teacher	ESOL End. Class 1
Hannley,Kristine	Lake Manatee K-8 School	Third Grade Teacher	ESOL End. Class 1
Jimenez,Katty Maria	Lake Manatee K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Lopez-Pacheco,Brittaney	Lake Manatee K-8 School	First Grade Teacher	ESOL End. Class 5
Morse,Emily S	Lake Manatee K-8 School	Tchr, First Grade	ESOL End. Class 1
Obrien,Judith Anne	Lake Manatee K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Portaleos,Chelsey	Lake Manatee K-8 School	Kindergarten Teacher	ESOL End. Class 1
Sasso,Kristina	Lake Manatee K-8 School	Second Grade Teacher	ESOL End. Class 3
Sieracki,Eliane	Lake Manatee K-8 School	Fifth Grade Teacher	ESOL End. Class 1
Stanley,Lauren Marie	Lake Manatee K-8 School	First Grade Teacher	ESOL End. Class 1
Tovell,Andrew	Lake Manatee K-8 School	Tchr, Art, ES	ESOL End. Class 1
Wodrich,Stacey	Lake Manatee K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Hoyden,Melanie	Anna Maria Elementary School	Kindergarten Teacher	ESOL End. Class 1
Milhaven,James	Anna Maria Elementary School	Fourth Grade Teacher	ESOL End. Class 2
Thomas,Katrina Ellen	Anna Maria Elementary School	Second Grade Teacher	ESOL End. Class 1
Burt,Thomas	Ballard Elementary School	Third Grade Teacher	ESOL End. Class 1
Capalit,Ross Ann	Ballard Elementary School	Tchr, ASD	ESOL End. Class 2
Cusack,Tracey Boyd	Ballard Elementary School	First Grade Teacher	ESOL End. Class 3
DeVoss,Amy E	Ballard Elementary School	Second Grade Teacher	ESOL End. Class 1
Distasio,Katelyn T	Ballard Elementary School	Kindergarten Teacher	ESOL End. Class 1
Simmons,Solanges	Ballard Elementary School	First Grade Teacher	ESOL End. Class 1
Wylie,Frances C	Ballard Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Albritton,Jade Savannah	Bayshore Elementary School	Kindergarten Teacher	ESOL End. Class 1
Baroncini,Cara Lena	Bayshore Elementary School	First Grade Teacher	ESOL End. Class 1
Beck,Karen A.	Bayshore Elementary School	Tchr, VE	ESOL End. Class 1
Beverly,Camden Rain	Bayshore Elementary School	First Grade Teacher	ESOL End. Class 1
Billings,Kaylie Jean	Bayshore Elementary School	Second Grade Teacher	ESOL End. Class 1
BonRose,Kami Lee	Bayshore Elementary School	Tchr, EBD/SC	ESOL End. Class 1
Brod,Leah Bea	Bayshore Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Broderick,Trinity Kathryn	Bayshore Elementary School	Second Grade Teacher	ESOL End. Class 1
Brown,Robin	Bayshore Elementary School	Third Grade Teacher	ESOL End. Class 4
Calcorzi,Angel A.	Bayshore Elementary School	Tchr, STEM	ESOL End. Class 2
Callihan-DeWitt,Kristina Lee	Bayshore Elementary School	Coach, Literacy	ESOL End. Class 1
Dobney,Kathryn Marie	Bayshore Elementary School	First Grade Teacher	ESOL End. Class 1
Fraley,Leah Nicole	Bayshore Elementary School	Second Grade Teacher	ESOL End. Class 1
Freitag,Oksana Vitalievna	Bayshore Elementary School	Kindergarten Teacher	ESOL End. Class 3
Juntunen,Kevin	Bayshore Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Mann,Donna M.	Bayshore Elementary School	Third Grade Teacher	ESOL End. Class 1
Nichols,Elizabeth Nicole	Bayshore Elementary School	Fifth Grade Teacher	ESOL End. Class 2
Nobile,Selina	Bayshore Elementary School	Tchr, ESOL Resource	ESOL End. Class 1
Nuccitelli,Tara	Bayshore Elementary School	Third Grade Teacher	ESOL End. Class 2
Padilla,Christopher D	Bayshore Elementary School	Third Grade Teacher	ESOL End. Class 1
Petrucci,Laura Ann	Bayshore Elementary School	Fifth Grade Teacher	ESOL End. Class 5
Randt,Korrie Lynn	Bayshore Elementary School	Kindergarten Tchr	ESOL End. Class 1
Rath,Halen Chrisitian	Bayshore Elementary School	Tchr, VE/SC	ESOL End. Class 1
Sibbio,Kathleen Delores	Bayshore Elementary School	Second Grade Teacher	ESOL End. Class 1
Van Aken,Catherine Hawthorne	Bayshore Elementary School	Spec, Media, ES	ESOL End. Class 1
Baker,Caitlyn Alexandria	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Erby,Lisa Denise	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 3
Lamar,Amber	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1
Suarez,Olivia J.	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1
Tardiel,Marcia Lorriane	Bayshore High School	Tchr, Reading, HS	ESOL End. Class 2
Wilson,Melissa Jan	Bayshore High School	Tchr, Dance, HS	ESOL End. Class 3
Burk,Patricia	Manatee Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Comuzzi,Gina M	Manatee Elementary School	Second Grade Teacher	ESOL End. Class 1
Delgado,Edmundo A.	Manatee Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Deligiannis,Maria Mina	Manatee Elementary School	Tchr, Third Grade	ESOL End. Class 1
Engram,Leah Sharai	Manatee Elementary School	Counselor, ES	ESOL End. Class 1
Fields,Vincent	Manatee Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Franklin,Katrina N.	Manatee Elementary School	Third Grade Teacher	ESOL End. Class 1
Hamilton,Sabrina	Manatee Elementary School	Fifth Grade Teacher	ESOL End. Class 2
Negroni,Ivette	Manatee Elementary School	Second Grade Teacher	ESOL End. Class 1
Page,Anita E	Manatee Elementary School	Third Grade Teacher	ESOL End. Class 5
Shimmell,Mercedes	Manatee Elementary School	Kindergarten Teacher	ESOL End. Class 2
Smith,Carleen M.	Manatee Elementary School	Kindergarten Teacher	ESOL End. Class 1
Thompson,Keisha	Manatee Elementary School	Second Grade Teacher	ESOL End. Class 1
Woughter,Cari	Manatee Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Aadson,Tatyana B.	Manatee High School	Tchr, World Language, HS	ESOL End. Class 1
Baker,Matthew	Manatee High School	Tchr, Reading, HS	ESOL End. Class 3
Carson,Camrynn	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1
Casey,Matthew	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1
Egyed,Peter P.	Manatee High School	Tchr, ASD	ESOL End. Class 2
Fontaine,Francine	Manatee High School	Tchr, VE	ESOL End. Class 1
Mallo,Margaret	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1
Manion,Kyle	Manatee High School	Tchr, IND/SC	ESOL End. Class 2
Marconi,Kathy Lynn	Manatee High School	Tchr, VE	ESOL End. Class 1
Sowa,Audrey	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 2
Casaclang,Aileen	Miller Elementary School	Tchr, ASD	ESOL End. Class 2
Davis,Parker	Miller Elementary School	Tchr, STEM	ESOL End. Class 1
Marello,Amanda	Miller Elementary School	First Grade Teacher	ESOL End. Class 3
McGee,Pamela	Miller Elementary School	First Grade Teacher	ESOL End. Class 1
Miller,Sarah Jeffcoat	Miller Elementary School	Second Grade Teacher	ESOL End. Class 1
Murphy,Bonnie H	Miller Elementary School	Second Grade Teacher	ESOL End. Class 3
Neri,Anna Marie	Miller Elementary School	Tchr, STEM	ESOL End. Class 3
Nueva,Abigail Salazar	Miller Elementary School	Tchr, VE/SC	ESOL End. Class 1
Raber,Jillisa	Miller Elementary School	Third Grade Teacher	ESOL End. Class 2
Stephens,Elizabeth Ann	Miller Elementary School	Fourth Grade Teacher	ESOL End. Class 4
Greene,Kristin Inderwiesen	Myakka Elementary School	Tchr, Music, ES	ESOL End. Class 1
Royston,Emily Elizabeth	Myakka Elementary School	Second Grade Teacher	ESOL End. Class 2
Spencer,Melissa	Myakka Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Sullivan,Alexandra	Myakka Elementary School	Kindergarten Teacher	ESOL End. Class 1
Toso,Claudia Lucia	Myakka Elementary School	Tchr, ESOL Resource	ESOL End. Class 3
Walters,Molli Martin	Myakka Elementary School	Third Grade Teacher	ESOL End. Class 1
Allen,Kayci Ann	Oneco Elementary School	First Grade Teacher	ESOL End. Class 2
Bartens,Jennifer Ann	Oneco Elementary School	Kindergarten Teacher	ESOL End. Class 1
Cunningham,Jolissa	Oneco Elementary School	Fifth Grade Teacher	ESOL End. Class 2
Davis,Aleceya	Oneco Elementary School	First Grade Teacher	ESOL End. Class 1
Dubernas,Melissa Noelle	Oneco Elementary School	Second Grade Teacher	ESOL End. Class 1
Fishman,Farrah	Oneco Elementary School	Second Grade Teacher	ESOL End. Class 1
Golinar,Krystal Marie	Oneco Elementary School	Kindergarten Teacher	ESOL End. Class 1
Gomez Ojeda,Arelys D.	Oneco Elementary School	Specialist, Student Support	ESOL End. Class 2

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Gregory,Pamela Duke	Oneco Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Grobleski,Amy Lee	Oneco Elementary School	First Grade Teacher	ESOL End. Class 1
Johnson,Paige Eldridge	Oneco Elementary School	Tchr, VE/SC	ESOL End. Class 2
Lobozzo,Melissa Westbrook	Oneco Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Martin,Almark Atoney	Oneco Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Mitchell,Raven Aisha	Oneco Elementary School	Second Grade Teacher	ESOL End. Class 2
Moreno-Hernandez,Diana M	Oneco Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Peart,Tracy Ann N	Oneco Elementary School	Third Grade Teacher	ESOL End. Class 1
Satahoo Graham,Aneisha Sherika	Oneco Elementary School	Third Grade Teacher	ESOL End. Class 3
Scipione,Emily Pauline	Oneco Elementary School	Third Grade Teacher	ESOL End. Class 1
Solano,Gabriella Renee	Oneco Elementary School	First Grade Teacher	ESOL End. Class 1
Steiner,Kati	Oneco Elementary School	Math Coach, ES	ESOL End. Class 1
Wheeler,Lezlie Charlene	Oneco Elementary School	Tchr, VE	ESOL End. Class 1
CARDER,ARIADNE	Rogers Garden-Bullock ES	First Grade Teacher	ESOL End. Class 1
Castillo,Johana	Rogers Garden-Bullock ES	Kindergarten Teacher	ESOL End. Class 1
Hazon,Zoe	Rogers Garden-Bullock ES	Tchr, IND/SC	ESOL End. Class 1
Mendez,Jessica	Rogers Garden-Bullock ES	First Grade Teacher	ESOL End. Class 4
Miranda,Eliette	Rogers Garden-Bullock ES	Fifth Grade Teacher	ESOL End. Class 1
Petrosino,Morgan N	Rogers Garden-Bullock ES	First Grade Teacher	ESOL End. Class 1
Reynolds,Sarah L	Rogers Garden-Bullock ES	Fifth Grade Teacher	ESOL End. Class 1
Soto,Brunilda	Rogers Garden-Bullock ES	First Grade Teacher	ESOL End. Class 1
Townsend,Emily B.	Rogers Garden-Bullock ES	Tchr, ASD	ESOL End. Class 2
Viverito,Christin	Rogers Garden-Bullock ES	Second Grade Teacher	ESOL End. Class 1
Allen,Sondra Renee	Palm View K-8 School	Kindergarten Teacher	ESOL End. Class 1
Babakarkhil,Sakhi	Palm View K-8 School	Fifth Grade Teacher	ESOL End. Class 2
Bradley,Maleah L	Palm View K-8 School	Tchr, Language Arts, MS	ESOL End. Class 4
Busick,Katherine	Palm View K-8 School	Third Grade Teacher	ESOL End. Class 1
Ciasto,Kailah Marie	Palm View K-8 School	Fourth Grade Teacher	ESOL End. Class 2
Davis,Ieshia Nicole	Palm View K-8 School	Tchr, Language Arts, MS	ESOL End. Class 1
Deans,Sara S	Palm View K-8 School	Third Grade Teacher	ESOL End. Class 1
George,Jenna	Palm View K-8 School	Third Grade Teacher	ESOL End. Class 1
Gleason,Katie L	Palm View K-8 School	First Grade Teacher	ESOL End. Class 2
Gleason,Olivia	Palm View K-8 School	Tchr, Dropout Prevention, MS	ESOL End. Class 2
Khader Qasim,Dina	Palm View K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Munn,Kristen M	Palm View K-8 School	Teacher, Woz Support, ES	ESOL End. Class 1
Severo,Pamela	Palm View K-8 School	Second Grade Teacher	ESOL End. Class 3
Van Horn,Brenda	Palm View K-8 School	Second Grade Teacher	ESOL End. Class 1
Vazquez,Enrique	Palm View K-8 School	Tchr, ESOL Resource	ESOL End. Class 1
Hanna,Lisa Ann	Palma Sola Elementary School	First Grade Teacher	ESOL End. Class 1
Ramsey,Destiny	Palma Sola Elementary School	Kindergarten Teacher	ESOL End. Class 1
Alanis,Arlette	Palmetto Elementary School	Third Grade Teacher	ESOL End. Class 1
Beres,Aubrey	Palmetto Elementary School	First Grade Teacher	ESOL End. Class 1
Borcsok Imri,ZsuZsanna	Palmetto Elementary School	Tchr, VE/SC	ESOL End. Class 3
Gardner,Karen Rose	Palmetto Elementary School	Tchr, VE	ESOL End. Class 1
Howard,Kelly	Palmetto Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Schaffer,Victoria	Palmetto Elementary School	Third Grade Teacher	ESOL End. Class 2
Tinkham,Kimberley Ann	Palmetto Elementary School	Tchr, ASD	ESOL End. Class 1
Tuchman,Christine A.	Palmetto Elementary School	Kindergarten Teacher	ESOL End. Class 1
Vargas Perez,Alicia	Palmetto Elementary School	Second Grade Teacher	ESOL End. Class 1
Villadangos Perez,Gonzalo	Palmetto Elementary School	First Grade Teacher	ESOL End. Class 1
Wade,Victoria	Palmetto Elementary School	First Grade Teacher	ESOL End. Class 1
Ansbro,Emily	Palmetto High School	Tchr, Language Arts, HS	ESOL End. Class 4
Best,Rebecca	Palmetto High School	Tchr, Language Arts, HS	ESOL End. Class 3

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Corn,Samantha	Palmetto High School	Tchr, IND/SC	ESOL End. Class 1
Douglas,Kelli D.	Palmetto High School	Tchr, Dropout Prevention, HS	ESOL End. Class 2
List,Jennifer	Palmetto High School	Tchr, Language Arts, HS	ESOL End. Class 1
Rouse,Brandon	Palmetto High School	Tchr, Reading, HS	ESOL End. Class 1
Santiago,Loida	Palmetto High School	Tchr, Reading, HS	ESOL End. Class 2
Simpson,Morgan	Palmetto High School	Tchr, Language Arts, HS	ESOL End. Class 1
Townson,Taylor	Palmetto High School	Tchr, Language Arts, HS	ESOL End. Class 1
Alvarez,Lindsay Ann	Prine Elementary School	Fifth Grade Teacher	ESOL End. Class 2
Bennett,Tabitha Paige	Prine Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Braendel,Patty Colleen	Prine Elementary School	Tchr, IND/SC	ESOL End. Class 1
Dotti,Sharon Joanne	Prine Elementary School	First Grade Teacher	ESOL End. Class 1
Early,Michelle Sharice	Prine Elementary School	Tchr, ESOL Resource	ESOL End. Class 1
Gardner,Crystal Marie	Prine Elementary School	Third Grade Teacher	ESOL End. Class 1
Geary,Colleen Nelson	Prine Elementary School	Third Grade Teacher	ESOL End. Class 3
Harman,Letitia E	Prine Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Jordan,Andrea	Prine Elementary School	Kindergarten Teacher	ESOL End. Class 4
Larocca,Sara Anne	Prine Elementary School	Third Grade Teacher	ESOL End. Class 1
Leftwich,Michael	Prine Elementary School	Tchr, ASD	ESOL End. Class 1
Lyssy,Connie Campbell	Prine Elementary School	Tchr, ESOL Resource	ESOL End. Class 1
Middleton,Paige Nicole	Prine Elementary School	Third Grade Teacher	ESOL End. Class 1
Murphy,Matthew	Prine Elementary School	Specialist, Student Support	ESOL End. Class 1
Peterson,Michael Leon	Prine Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Pinckney,Lesley Dione	Prine Elementary School	Kindergarten Teacher	ESOL End. Class 5
Riggins,April L.	Prine Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Rycerz,Cynthia	Prine Elementary School	Tchr, VE/SC	ESOL End. Class 1
Sardi,Nicole	Prine Elementary School	Third Grade Teacher	ESOL End. Class 2
Simpson,Emily Grace	Prine Elementary School	Second Grade Teacher	ESOL End. Class 1
Snodgrass,Cailei Marie	Prine Elementary School	First Grade Teacher	ESOL End. Class 1
Tacuba-Roblero,Esteffani	Prine Elementary School	Tchr, Second Grade	ESOL End. Class 1
Thoresen,Cassandra Marie	Prine Elementary School	Third Grade Teacher	ESOL End. Class 1
Wagstaff,Michele Lynn	Prine Elementary School	Fourth Grade Teacher	ESOL End. Class 4
Walker,Lindsey	Prine Elementary School	Second Grade Teacher	ESOL End. Class 3
Arendt,Victoria Pauline	Daughtrey Elementary School	First Grade Teacher	ESOL End. Class 1
Berumen-Marquez,Blanca Margarita	Daughtrey Elementary School	First Grade Teacher	ESOL End. Class 1
Catania,Christopher Stephen	Daughtrey Elementary School	Tchr, ESOL Resource	ESOL End. Class 1
Collado,Evelyn	Daughtrey Elementary School	First Grade Teacher	ESOL End. Class 4
Cowan,Caroceka Sarica	Daughtrey Elementary School	Tchr, ASD	ESOL End. Class 2
Cromartie-Pindell,Doris W	Daughtrey Elementary School	Third Grade Teacher	ESOL End. Class 4
Hidalgo,Susel	Daughtrey Elementary School	Second Grade Teacher	ESOL End. Class 1
Houston,Carly	Daughtrey Elementary School	Tchr, VE/SC	ESOL End. Class 1
James,Kaitlyn	Daughtrey Elementary School	Tchr, Art, ES	ESOL End. Class 1
Karlsson,Lisbeth	Daughtrey Elementary School	Second Grade Teacher	ESOL End. Class 1
Kohn,Allison Jacoba	Daughtrey Elementary School	Second Grade Teacher	ESOL End. Class 1
Lewis,Leanna May	Daughtrey Elementary School	Tchr, Third Grade	ESOL End. Class 2
Lovin,Tara Williams	Daughtrey Elementary School	Tchr, VE/SC	ESOL End. Class 3
McClintock,Lyndsie	Daughtrey Elementary School	Tchr, VE	ESOL End. Class 1
Miller,Elena Marie	Daughtrey Elementary School	Kindergarten Teacher	ESOL End. Class 1
Ravn,Rachelle	Daughtrey Elementary School	Kindergarten Teacher	ESOL End. Class 1
Ruiz Harrington,Monica Graciela	Daughtrey Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Selbeck,Sandra Liliana	Daughtrey Elementary School	Tchr, Dual Language, ES	ESOL End. Class 1
Thornton,Julie	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1
Tomlin,Nicola Rosalee	Daughtrey Elementary School	Third Grade Teacher	ESOL End. Class 1
Williams,Hannah L.	Daughtrey Elementary School	Second Grade Teacher	ESOL End. Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Bailey Odom,Sonia	Samoset Elementary School	Kindergarten Teacher	ESOL End. Class 1
Gonzalez,Yalimary F	Samoset Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Halbman,Michelle Parrott	Samoset Elementary School	First Grade Teacher	ESOL End. Class 1
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 4
Mike,Patricia Rae	Samoset Elementary School	Tchr, VE/SC	ESOL End. Class 1
Ricks,Nina Shantel	Samoset Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Scharlow,Hope Elizabeth	Samoset Elementary School	Kindergarten Teacher	ESOL End. Class 1
Walter,Maddison Claire	Samoset Elementary School	First Grade Teacher	ESOL End. Class 3
Walter,Tess	Samoset Elementary School	Third Grade Teacher	ESOL End. Class 2
Anioce,Swenson	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1
Davis,Michael R	Southeast High School	Tchr, Reading, HS	ESOL End. Class 1
Epstein,Nancy	Southeast High School	Tchr, Social Studies, HS	ESOL End. Class 1
Farrow,Brandon Joshua	Southeast High School	Tchr, IND/SC	ESOL End. Class 1
Gratzer,Hope Elizabeth	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1
Greenwood,Naomi E	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1
Guyre,Brendan C	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 2
Hogue,Kenneth Carrington	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 4
Kearney Jr,Vernon Lenior	Southeast High School	Tchr, EBD/SC	ESOL End. Class 1
Melo Espinosa,Saharai	Southeast High School	Tchr, Reading, HS	ESOL End. Class 1
Alimon,Jezreel Kim	Tillman Elementary School	Tchr, ASD	ESOL End. Class 1
Bagwell,Tiffany	Tillman Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Baker,Casey M	Tillman Elementary School	Tchr, ASD	ESOL End. Class 1
Collins,Asia Marie	Tillman Elementary School	Second Grade Teacher	ESOL End. Class 2
Collins,Jessica	Tillman Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Eurich Plevin,Elizabeth	Tillman Elementary School	Tchr, Kindergarten	ESOL End. Class 1
Facer,Rebecca	Tillman Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Feliciano,Sarah	Tillman Elementary School	Kindergarten Teacher	ESOL End. Class 2
Leupold,Jonathan	Tillman Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Li,BingBing	Tillman Elementary School	Tchr, First Grade	ESOL End. Class 1
McGarry,Hunter	Tillman Elementary School	Tchr, VE	ESOL End. Class 1
McNear,Koral	Tillman Elementary School	Second Grade Teacher	ESOL End. Class 1
Miller,Angela Glenda	Tillman Elementary School	Tchr, VE/SC	ESOL End. Class 1
Murray,Bernatta Dealcia	Tillman Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1
Ruiz,Justin	Tillman Elementary School	Kindergarten Teacher	ESOL End. Class 2
Willsen,Eric	Tillman Elementary School	Kindergarten Teacher	ESOL End. Class 3
Baranowski,Kimberly	Blackburn Elementary School	Tchr, VE	ESOL End. Class 5
Chanelo Rodriguez,Edith Rocio	Blackburn Elementary School	Kindergarten Teacher	ESOL End. Class 4
Hemingway,Denise	Blackburn Elementary School	Tchr, VE/SC	ESOL End. Class 1
Miller,Joseph Levi	Blackburn Elementary School	Kindergarten Teacher	ESOL End. Class 1
Ngo,Jacqueline L	Blackburn Elementary School	First Grade Teacher	ESOL End. Class 2
Quirino,Amanda	Blackburn Elementary School	Second Grade Teacher	ESOL End. Class 1
Thompson,Kaysee	Blackburn Elementary School	First Grade Teacher	ESOL End. Class 1
Alford-Mears,Shelly-Ann Annakay	Sugg Middle School	Tchr, Reading, MS	ESOL End. Class 4
Arenas,Monique	Sugg Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Geldmaker,Stephanie	Sugg Middle School	Tchr, VE	ESOL End. Class 1
Malone,Meaghan	Sugg Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
McElroy,Jeannine	Sugg Middle School	Tchr, Social Studies, MS	ESOL End. Class 1
Nestleroad,Chelsea	Sugg Middle School	Tchr, Resource	ESOL End. Class 1
Pike,Sav L	Sugg Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Russ,Carrie N.	Sugg Middle School	Tchr, Social Studies, MS	ESOL End. Class 4
Acevedo,Cynthia A	Moody Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Avila,Gabriela De Jesus	Moody Elementary School	Third Grade Teacher	ESOL End. Class 2
Bystricky,Katherine	Moody Elementary School	Kindergarten Teacher	ESOL End. Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Gilsenan,Nicole	Moody Elementary School	Third Grade Teacher	ESOL End. Class 1
Jenkins-Wade,Billie	Moody Elementary School	Second Grade Teacher	ESOL End. Class 1
Kelly-Walford,Carla S	Moody Elementary School	First Grade Teacher	ESOL End. Class 2
Korschun,Martha	Moody Elementary School	Tchr, ASD	ESOL End. Class 1
Roche,Rita L	Moody Elementary School	First Grade Teacher	ESOL End. Class 5
Royer,Madison	Moody Elementary School	Second Grade Teacher	ESOL End. Class 5
Simpson,Nickesha Natalee	Moody Elementary School	Tchr, VE/SC	ESOL End. Class 2
Smith,Gracyn Paige	Moody Elementary School	Third Grade Teacher	ESOL End. Class 1
Smith,Maya E	Moody Elementary School	First Grade Teacher	ESOL End. Class 1
Trautner,Tracy	Moody Elementary School	Kindergarten Teacher	ESOL End. Class 4
dos Santos Garrido Cabral,Rossana	Moody Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Brown,Destiny Adriana Cynthia	King Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Cunningham,Sherry	King Middle School	Tchr, ESOL Resource	ESOL End. Class 1
Galati,Natasha	King Middle School	Tchr, ASD	ESOL End. Class 1
Highers,Jamie S.	King Middle School	Tchr, Science, MS	ESOL End. Class 2
Perez Valdez,Ruth Alexandra	King Middle School	Tchr, ESOL Resource	ESOL End. Class 1
Shareshian,Michael C	King Middle School	Tchr, Language Arts, MS	ESOL End. Class 3
Cansdale,Emma Mary	Abel Elementary School	Third Grade Teacher	ESOL End. Class 1
Cepeda,Victoria Marie	Abel Elementary School	Third Grade Teacher	ESOL End. Class 1
Forch,Terry Lee	Abel Elementary School	Tchr, VE	ESOL End. Class 1
Gardini,Elizabeth	Abel Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Kent,Noelle V.	Abel Elementary School	Tchr, VE/SC	ESOL End. Class 1
Leiphart,Kayla Elizabeth	Abel Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Nehus,Jillian Ann	Abel Elementary School	Tchr, ASD	ESOL End. Class 1
Paris,Maria Jose	Abel Elementary School	First Grade Teacher	ESOL End. Class 1
Rabie,Lisa Marie	Abel Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Simpson,Miquela	Abel Elementary School	Second Grade Teacher	ESOL End. Class 1
Tobias,Kayla	Abel Elementary School	First Grade Teacher	ESOL End. Class 3
Alvarez,Kaitlyn	Bashaw Elementary School	Third Grade Teacher	ESOL End. Class 1
Anderson,Micah Sarita	Bashaw Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Castiglioni,Emily	Bashaw Elementary School	Kindergarten Teacher	ESOL End. Class 1
Ciambrone,Lauren	Bashaw Elementary School	Tchr, Fifth Grade	ESOL End. Class 1
Clark,David	Bashaw Elementary School	Second Grade Teacher	ESOL End. Class 1
Gonzalez,Ana Maria	Bashaw Elementary School	Third Grade Teacher	ESOL End. Class 1
Ketterman,Jared	Bashaw Elementary School	Fourth Grade Teacher	ESOL End. Class 5
Kilguss,Sarah E	Bashaw Elementary School	Third Grade Teacher	ESOL End. Class 1
Moroney,Nichole Marie	Bashaw Elementary School	Third Grade Teacher	ESOL End. Class 1
O'Neill,John	Bashaw Elementary School	Third Grade Teacher	ESOL End. Class 1
Ramos Chesnik,Claudia Marija	Bashaw Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Ridore-Hall,Sachiya	Bashaw Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Sofos,Melissa Renee	Bashaw Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Woods,Heather	Bashaw Elementary School	First Grade Teacher	ESOL End. Class 1
Yueng-Nieves,Kathryn Paula	Bashaw Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1
Austin,Taylor Nicole	Braden River Elementary School	First Grade Teacher	ESOL End. Class 3
Badham,Leanne	Braden River Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Boardman,Kerri	Braden River Elementary School	Tchr, VE/SC	ESOL End. Class 1
Cormany,Denise	Braden River Elementary School	First Grade Teacher	ESOL End. Class 4
Koch,Whitney Carter	Braden River Elementary School	Fifth Grade Teacher	ESOL End. Class 2
Lehman,Tracie Leigh	Braden River Elementary School	Tchr, STEM	ESOL End. Class 3
Maher,Jennifer	Braden River Elementary School	Kindergarten Teacher	ESOL End. Class 1
Messer,Kathleen	Braden River Elementary School	Second Grade Teacher	ESOL End. Class 4
Pena,Alexandra	Braden River Elementary School	Tchr, ASD	ESOL End. Class 1
Ramirez,Maria Gabriela	Braden River Elementary School	Second Grade Teacher	ESOL End. Class 2

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Westberry,Kristah Elizabeth	Braden River Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Anderson,Melanie Maria	Braden River Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Bowers,Ann E.	Braden River Middle School	Tchr, VE	ESOL End. Class 2
Dowling,Jennifer	Braden River Middle School	Tchr, Mathematics, MS	ESOL End. Class 3
Gulsby,Nicole T.	Braden River Middle School	Tchr, Reading, MS	ESOL End. Class 1
Llamas,Jacqueline	Braden River Middle School	Tchr, Social Studies, MS	ESOL End. Class 5
Mynatt,Jessica	Braden River Middle School	Tchr, Science, MS	ESOL End. Class 1
Palmiere,Kelly M.	Braden River Middle School	Tchr, Language Arts, MS	ESOL End. Class 5
Alexander,Stephanie	Sea Breeze Elementary School	Tchr, Pre-K	ESOL End. Class 1
Bailey,Beth	Sea Breeze Elementary School	Kindergarten Teacher	ESOL End. Class 1
Bangalisan,Lorilyn D	Sea Breeze Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1
Barber,Coleman	Sea Breeze Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Burkhardt,Peter	Sea Breeze Elementary School	Kindergarten Teacher	ESOL End. Class 3
Byers,Tabatha	Sea Breeze Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Dorman,Brianne	Sea Breeze Elementary School	First Grade Teacher	ESOL End. Class 1
Grundy,Molly	Sea Breeze Elementary School	Second Grade Teacher	ESOL End. Class 1
Jones,Brenda Goble	Sea Breeze Elementary School	First Grade Teacher	ESOL End. Class 1
McCarron,Aurora Jean	Sea Breeze Elementary School	Tchr, VE/SC	ESOL End. Class 3
Michael,Jessica	Sea Breeze Elementary School	Fifth Grade Teacher	ESOL End. Class 3
Miller,Alison D	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1
Patrick,Kevin	Sea Breeze Elementary School	Tchr, VE/SC	ESOL End. Class 1
Peace,Elizabeth	Sea Breeze Elementary School	Tchr, VE	ESOL End. Class 1
Randle,Rebecca	Sea Breeze Elementary School	Second Grade Teacher	ESOL End. Class 1
Shelton,Brian Keith	Sea Breeze Elementary School	Tchr, ASD	ESOL End. Class 1
Tenchavez,Leah	Sea Breeze Elementary School	Tchr, ASD	ESOL End. Class 1
Toglia,Sabrina	Sea Breeze Elementary School	Third Grade Teacher	ESOL End. Class 1
Walsh,Brennan	Sea Breeze Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Warren,David O'dell	Sea Breeze Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Coleman,Brittney M	Tara Elementary School	Second Grade Teacher	ESOL End. Class 1
Danko,Ashley Anne	Tara Elementary School	Kindergarten Tchr	ESOL End. Class 1
Johannessen,Joscelyn Jenna	Tara Elementary School	Tchr, ASD	ESOL End. Class 1
Ramaglia,Madeline Olivia	Tara Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Stennett,Jessica L.	Tara Elementary School	Kindergarten Teacher	ESOL End. Class 3
Wolfe,Lauren	Tara Elementary School	Third Grade Teacher	ESOL End. Class 1
Bonner-Coats,April Marie	Johnson K-8 Sch of Int Studies	Coach, Literacy	ESOL End. Class 1
Clem,Kathryn Christine	Johnson K-8 Sch of Int Studies	Tchr, Reading, MS	ESOL End. Class 1
Davis,Stacy	Johnson K-8 Sch of Int Studies	Tchr, Pre-K Handicapped	ESOL End. Class 1
Franke,Ashley Nicole	Johnson K-8 Sch of Int Studies	Second Grade Teacher	ESOL End. Class 1
Garber,Valerie Janelle	Johnson K-8 Sch of Int Studies	Third Grade Teacher	ESOL End. Class 1
Kowle,Daniel Steven	Johnson K-8 Sch of Int Studies	Tchr, Emotion/Behavr Disabi	ESOL End. Class 1
Litzow,Emily Rose	Johnson K-8 Sch of Int Studies	Tchr, First Grade	ESOL End. Class 1
Martinetti,Megan E	Johnson K-8 Sch of Int Studies	Second Grade Teacher	ESOL End. Class 1
Sidnam,Jessica Sunshine	Johnson K-8 Sch of Int Studies	First Grade Teacher	ESOL End. Class 2
Toller,Alyssa Marie	Johnson K-8 Sch of Int Studies	Third Grade Teacher	ESOL End. Class 1
Williams,Kimberly M	Johnson K-8 Sch of Int Studies	Fourth Grade Teacher	ESOL End. Class 1
Bartlett,Keary Ann	Witt Elementary School	Third Grade Teacher	ESOL End. Class 1
Boone,Jennie Elizabeth	Witt Elementary School	First Grade Teacher	ESOL End. Class 1
Danko,Olivia	Witt Elementary School	Third Grade Teacher	ESOL End. Class 3
Frisch,Tracylyn	Witt Elementary School	Tchr, VE	ESOL End. Class 1
Hammond,Sarah	Witt Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Woods,Lorraine	Witt Elementary School	Tchr, VE/SC	ESOL End. Class 1
Wykes,Allison C	Witt Elementary School	Kindergarten Teacher	ESOL End. Class 1
Babroski,Angela C.	Haile Middle School	Tchr, Language Arts, MS	ESOL End. Class 4

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Carenza,Kimberly Michelle	Haile Middle School	Tchr, VE	ESOL End. Class 1
Green,Phillip Antonio	Haile Middle School	Tchr, Physical Educ, MS	ESOL End. Class 1
Henry,Sylvie Gabrielle	Haile Middle School	Tchr, Language Arts, MS	ESOL End. Class 3
Cohen,Mariah Claire	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 1
Gimmi,Alexander	Lakewood Ranch High School	Tchr, Reading, HS	ESOL End. Class 3
Keech-Babcock,Kari Jaclyn	Lakewood Ranch High School	Tchr, Reading, HS	ESOL End. Class 3
Lubbers,Jess William	Lakewood Ranch High School	Tchr, Drama, HS	ESOL End. Class 2
Lumb,Morgan T	Lakewood Ranch High School	Tchr, Physical Educ, HS	ESOL End. Class 3
McCray,Juliette L.	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 3
O'Connor,Brendan	Lakewood Ranch High School	Specialist, Student Support	ESOL End. Class 2
Peters,Julia	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 1
Poyner,Christine D.	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 3
RUIZ,IVANA Beatriz	Lakewood Ranch High School	Tchr, IND/SC	ESOL End. Class 5
Schiller,Kristin J	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 3
Vanderford,Michael	Lakewood Ranch High School	Tchr, Social Studies, HS	ESOL End. Class 1
Yates,Kaitlynn	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 1
Dykes,Corinne D	Horizons Academy	Graduation Coach	ESOL End. Class 1
Giraldo,Lori A.	Horizons Academy	Tchr, VE Resource	ESOL End. Class 1
Sharbono,Christian C	Horizons Academy	Tchr, IND/SC	ESOL End. Class 1
Wolff,Eric M.	Horizons Academy	Tchr, Language Arts, HS	ESOL End. Class 4
Guth,Andrea	Kinnan Elementary School	First Grade Teacher	ESOL End. Class 3
Hahn,Maggie Rae	Kinnan Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Hinojosa,Rachel Renee	Kinnan Elementary School	Third Grade Teacher	ESOL End. Class 1
Krstic,Jelena	Kinnan Elementary School	Tchr, VE/SC	ESOL End. Class 1
Martinez,Diana Rose Supnad	Kinnan Elementary School	Tchr, IND/SC	ESOL End. Class 2
O'Came,Courtney Marie	Kinnan Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Pendzimaz,Kelsye Jean	Kinnan Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Torres,Alexandria Makaal Ohilani	Kinnan Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Vogt,Samantha Lynn	Kinnan Elementary School	Third Grade Teacher	ESOL End. Class 3
Weingart,Haley Marie	Kinnan Elementary School	Kindergarten Teacher	ESOL End. Class 1
Williams,Ashley Irene	Kinnan Elementary School	Kindergarten Teacher	ESOL End. Class 1
Danyluk,Elizabeth Bruno	Nolan Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Hermann,Mark L.	Nolan Middle School	Tchr, VE	ESOL End. Class 1
Korns,Maria	Nolan Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Sizemore,Mallory Anne	Nolan Middle School	Tchr, Science, MS	ESOL End. Class 2
Smith,Megan Ashley	Nolan Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Albritton,James J	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Bourdeau,Karen Marie	Lee Middle School	Tchr, VE	ESOL End. Class 2
Clark-Hankerson,Brandi S.	Lee Middle School	Counselor, MS	ESOL End. Class 1
Covert,Isabel Faith	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Cromartie,Kiara Timesha	Lee Middle School	Tchr, Social Studies, MS	ESOL End. Class 2
Crouse,Miranda Grey	Lee Middle School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1
Guzman Colon,Wenik	Lee Middle School	Tchr, ESOL Resource	ESOL End. Class 3
Harshaw,Samantha C	Lee Middle School	Tchr, Mathematics, MS	ESOL End. Class 2
Jones III,Sammie Lee	Lee Middle School	Tchr, Social Studies, MS	ESOL End. Class 1
Latoja,Joy Diane Molina	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Luck,Michelle M.	Lee Middle School	Tchr, Science, MS	ESOL End. Class 4
Mathis,Holly L.	Lee Middle School	Tchr, ASD	ESOL End. Class 1
Mercado,Mary Flor Arenas	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Alexander,Katherine	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1
Barkasy,Theresa G	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1
Burek,Elisa Grimm	Braden River High School	Tchr, ESOL Resource	ESOL End. Class 3
Clark,Amanda Marlene	Braden River High School	Tchr, TV Production	ESOL End. Class 3

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Clark,Ariane Michelle	Braden River High School	Tchr, Science, HS	ESOL End. Class 1
Duball,Cheri	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1
Foley,Tom	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1
Hamilton,Kara	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1
Luther,Shannon	Braden River High School	Tchr, IND/SC	ESOL End. Class 3
Moore,Monica	Braden River High School	Specialist, Student Support	ESOL End. Class 3
Speicher,Carmen I.	Braden River High School	Tchr, World Language, HS	ESOL End. Class 3
Flesche,Kathryn L.	McNeal Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Gulbrandsen,Angela M.	McNeal Elementary School	Kindergarten Teacher	ESOL End. Class 3
Kolomiychenko,Vyacheslav	McNeal Elementary School	Tchr, STEM	ESOL End. Class 1
Manfredi,Jaden	McNeal Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Masterson,Teresa A	McNeal Elementary School	First Grade Teacher	ESOL End. Class 1
Mulligan,Christina	McNeal Elementary School	Kindergarten Teacher	ESOL End. Class 2
Wagoner,Emily Jean	McNeal Elementary School	Fifth Grade Teacher	ESOL End. Class 4
Bluemlein,Alexis	Freedom Elementary School	Second Grade Teacher	ESOL End. Class 1
Bukowski,Christian	Freedom Elementary School	Fourth Grade Teacher	ESOL End. Class 1
DiNatale,Jacqueline	Freedom Elementary School	Coach, Literacy	ESOL End. Class 1
Goelz,Avery Elizabeth	Freedom Elementary School	Kindergarten Teacher	ESOL End. Class 1
Holt,Kaylinka	Freedom Elementary School	First Grade Teacher	ESOL End. Class 1
Krakowski,Michelle M.	Freedom Elementary School	First Grade Teacher	ESOL End. Class 1
Lane,Barbara Ann	Freedom Elementary School	Kindergarten Teacher	ESOL End. Class 2
Nowakowski,Ryan	Freedom Elementary School	Tchr, Fourth Grade	ESOL End. Class 1
Sidonio,Jenna	Freedom Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Thompson,Monique	Freedom Elementary School	Tchr, Fifth Grade	ESOL End. Class 4
Wilson,Emily	Freedom Elementary School	Third Grade Teacher	ESOL End. Class 1
Balsai,Gina Maria	Mills Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Casteel,Kayla Jewel	Mills Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Gill,Katie	Mills Elementary School	Second Grade Teacher	ESOL End. Class 1
McCarrison,Kala	Mills Elementary School	Tchr, ASD	ESOL End. Class 1
Montero,Anicel	Mills Elementary School	Kindergarten Teacher	ESOL End. Class 2
Sabatino,Michael	Mills Elementary School	Tchr, EBD/SC	ESOL End. Class 1
Wilson,Courtney C.	Mills Elementary School	Second Grade Teacher	ESOL End. Class 1
Adamchak,Lauren Nicole	Willis Elementary School	Second Grade Teacher	ESOL End. Class 4
Botros,Carrie	Willis Elementary School	Fourth Grade Teacher	ESOL End. Class 2
Cendan,Alexander	Willis Elementary School	Tchr, ASD	ESOL End. Class 1
Cingle,Brookelynn	Willis Elementary School	Third Grade Teacher	ESOL End. Class 1
Dickens,Christina	Willis Elementary School	Kindergarten Teacher	ESOL End. Class 1
Downs,Darren	Willis Elementary School	Specialist, Student Support	ESOL End. Class 1
Gilbank,Kristen J.	Willis Elementary School	First Grade Teacher	ESOL End. Class 1
Hagan,Barbara	Willis Elementary School	Kindergarten Teacher	ESOL End. Class 1
Hesdra,Jenna	Willis Elementary School	Tchr, First Grade	ESOL End. Class 1
Hunter,Hannah	Willis Elementary School	Tchr, ASD	ESOL End. Class 1
Jacox,Megan	Willis Elementary School	First Grade Teacher	ESOL End. Class 1
Mahn,Juliana	Willis Elementary School	First Grade Teacher	ESOL End. Class 1
Moseley,Lauren	Willis Elementary School	Kindergarten Teacher	ESOL End. Class 2
O'Donnell,Lori	Willis Elementary School	Second Grade Teacher	ESOL End. Class 1
Padro,Jaycey	Willis Elementary School	Second Grade Teacher	ESOL End. Class 1
Raniere,Kristen	Willis Elementary School	Third Grade Teacher	ESOL End. Class 1
Snyder,Stephanie Michelle	Willis Elementary School	Second Grade Teacher	ESOL End. Class 1
Strutt,Stephanie	Willis Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Bergantim,Kristy Lynne	Williams Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Cooper,Kaylee	Williams Elementary School	Tchr, First Grade	ESOL End. Class 1
Fergusson,Elena	Williams Elementary School	Tchr, VE/SC	ESOL End. Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Gallegos,Tiffany Jade	Williams Elementary School	Third Grade Teacher	ESOL End. Class 1
Haacke,Karen	Williams Elementary School	First Grade Teacher	ESOL End. Class 1
Hudson,Avery G	Williams Elementary School	Second Grade Teacher	ESOL End. Class 1
Huling,Allyson	Williams Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Jackson,Jacqueline S	Williams Elementary School	Tchr, Fifth Grade	ESOL End. Class 1
Johnson,Hillary	Williams Elementary School	Kindergarten Tchr	ESOL End. Class 1
Kirts,Kristin N	Williams Elementary School	First Grade Teacher	ESOL End. Class 1
Knapp,Rachel L	Williams Elementary School	Tchr, Fifth Grade	ESOL End. Class 1
Korompilas,Dena Alexandra	Williams Elementary School	Second Grade Teacher	ESOL End. Class 1
Medaglia,Laura J	Williams Elementary School	Tchr, Third Grade	ESOL End. Class 1
Nazarian,Carianne	Williams Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Newton,Leah M	Williams Elementary School	Tchr, Kindergarten	ESOL End. Class 1
Rush,Cynthia Lee	Williams Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1
Tackett,Laura Katherine	Williams Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Thum,Theresa I	Williams Elementary School	Third Grade Teacher	ESOL End. Class 1
Topping,Emily	Williams Elementary School	Third Grade Teacher	ESOL End. Class 1
Vaughn,Carla	Williams Elementary School	Tchr, Second Grade	ESOL End. Class 1
Westra,Scott Aaron	Williams Elementary School	Tchr, Physical Educ, ES	ESOL End. Class 1
Beary,Kaylen	Gullett Elementary School	First Grade Teacher	ESOL End. Class 1
Bellew,Vanessa Sue	Gullett Elementary School	Kindergarten Teacher	ESOL End. Class 2
Brondyke,Sarah J.	Gullett Elementary School	Third Grade Teacher	ESOL End. Class 3
Byrne,Karin D.	Gullett Elementary School	Third Grade Teacher	ESOL End. Class 1
Cornett,Wendy	Gullett Elementary School	Kindergarten Teacher	ESOL End. Class 1
Galletta,Kimberly C.	Gullett Elementary School	Fourth Grade Teacher	ESOL End. Class 1
Pawlik,Lauren Yasia	Gullett Elementary School	Fourth Grade Teacher	ESOL End. Class 3
Riffle,Jennifer Lynn	Gullett Elementary School	Kindergarten Teacher	ESOL End. Class 3
Rodriguez,Nicole	Gullett Elementary School	Fifth Grade Teacher	ESOL End. Class 1
Thoennissen,Alexandra	Gullett Elementary School	First Grade Teacher	ESOL End. Class 3
VanSkiver,Wendy Jeanne	Gullett Elementary School	Third Grade Teacher	ESOL End. Class 2
Vogdanos,Rebecca	Gullett Elementary School	Third Grade Teacher	ESOL End. Class 1
Alston,Holly I	Buffalo Creek Middle School	Tchr, Mathematics, MS	ESOL End. Class 2
Fertig,Dawn M.	Buffalo Creek Middle School	Tchr, Dropout Prevention, MS	ESOL End. Class 1
Kimbrel,Samuel Andrew	Buffalo Creek Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Luchuk,Mary A	Buffalo Creek Middle School	Tchr, EBD/SC	ESOL End. Class 3
Palero,Blessyl Herrera	Buffalo Creek Middle School	Tchr, Science, MS	ESOL End. Class 1
Ramsaier,Magally	Buffalo Creek Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Zonta,Joshua J	Buffalo Creek Middle School	Tchr, IND/SC	ESOL End. Class 1
Akers,Jennifer Kaye	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 5
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	ESOL End. Class 2
Brantley,Katie Leigh	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 3
DePatie,Alison Layne	Parrish Community High School	Tchr, Social Studies, HS	ESOL End. Class 2
Dorman,Emily	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1
Haushalter,Dawn M.	Parrish Community High School	Tchr, ESOL Resource	ESOL End. Class 5
Hebert,Remi	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1
Lashway,Brianna Christine	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 2
Lenard,Rachel	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 2
Post,Kristy	Parrish Community High School	Tchr, Reading, HS	ESOL End. Class 2
Riley,Terry	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1
Anderson,Briana	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Angelillo,Joy	Jain Middle School	Tchr, IND/SC	ESOL End. Class 1
Boyd,Stephanie	Jain Middle School	Tchr, Social Studies, MS	ESOL End. Class 3
Callihan,Amanda Lynn	Jain Middle School	Counselor, MS	ESOL End. Class 1
Connor,Sally	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
David,Kimberly	Jain Middle School	Tchr, Reading, MS	ESOL End. Class 3
Mainstone,Angela Dawn	Jain Middle School	Tchr, Reading, MS	ESOL End. Class 1
Moore,David Allen	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Owens,Felicia	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Skelton,Jenna	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Trousas,Cassandra	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Baker,Emily	Harvey K-8 School	Kindergarten Teacher	ESOL End. Class 1
Brown,Alexus	Harvey K-8 School	First Grade Teacher	ESOL End. Class 1
Brumley,Kaela	Harvey K-8 School	Tchr, Fifth Grade	ESOL End. Class 1
Casciotta,Jennifer	Harvey K-8 School	Health Science Teacher	ESOL End. Class 1
Darnell,Amanda Nicole	Harvey K-8 School	Third Grade Teacher	ESOL End. Class 1
Driggers,Katherine	Harvey K-8 School	Tchr, VE/SC	ESOL End. Class 1
Gleason,Jennifer	Harvey K-8 School	Kindergarten Teacher	ESOL End. Class 1
Kanz,Lyndsey	Harvey K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Lear,Shannon Marie	Harvey K-8 School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1
Marciniak,Daniel Lynn	Harvey K-8 School	Second Grade Teacher	ESOL End. Class 1
McLaughlin,William	Harvey K-8 School	Second Grade Teacher	ESOL End. Class 1
Merrill,Kendra	Harvey K-8 School	Second Grade Teacher	ESOL End. Class 3
Molnar,Nicole	Harvey K-8 School	Tchr, VE	ESOL End. Class 3
Nelson,Jacquelyn B	Harvey K-8 School	Third Grade Teacher	ESOL End. Class 1
O'Keefe,Hayley	Harvey K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Ortega,Tabitha	Harvey K-8 School	First Grade Teacher	ESOL End. Class 4
Palkovich,Emily G	Harvey K-8 School	Fifth Grade Teacher	ESOL End. Class 1
Perry,Jaime	Harvey K-8 School	Second Grade Teacher	ESOL End. Class 2
Pescuma,Tarynn Ashley	Harvey K-8 School	Kindergarten Teacher	ESOL End. Class 1
Rademacher,Haley Nicole	Harvey K-8 School	Third Grade Teacher	ESOL End. Class 1
Reynolds,Katherine	Harvey K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Ruch,Jacquelyn Joy	Harvey K-8 School	First Grade Teacher	ESOL End. Class 4
Schultz,Erin	Harvey K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Troyer,Amanda	Harvey K-8 School	Second Grade Teacher	ESOL End. Class 1
Vranick,Alexa	Harvey K-8 School	Fourth Grade Teacher	ESOL End. Class 1
Watts,Ali Nicole	Harvey K-8 School	Third Grade Teacher	ESOL End. Class 3
Wilds,Wanda Sue	Harvey K-8 School	Fifth Grade Teacher	ESOL End. Class 1
Fiore,Remington Tate	Lincoln Memorial Middle School	Tchr, Language Arts, MS	ESOL End. Class 3
Gonzalez,Alexander	Lincoln Memorial Middle School	Tchr, Social Studies, MS	ESOL End. Class 1
Kauzlarich,Maureen	Lincoln Memorial Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Simmons,Brittany Nicole	Lincoln Memorial Middle School	Tchr, Language Arts, MS	ESOL End. Class 1
Alfonso,Raymond Vinarao	Access to Education	Tchr, VE/SC	ESOL End. Class 1
Rainey,Kharma Rae	Access to Education	Tchr, VE/SC	ESOL End. Class 1
Walker,Brandi M.	Access to Education	Tchr, VE/SC	ESOL End. Class 1
Walker,Michael F.	Access to Education	Tchr, VE/SC	ESOL End. Class 1
Burton,Carolyn P.	Hospital-Homebound Instruction	Tchr, Hospital/Homebound	ESOL End. Class 3
Alfonso,Maridel Lonceroz	Sable Acad Behavioral Learning	Elementary Teacher	ESOL End. Class 1
Jackson,Maxine Lee	Sable Acad Behavioral Learning	Tchr, VE	ESOL End. Class 1
Keats,Michelle	Exec Dir, Teaching & Learning	Tchr, Spcl Assgn, Basic Instr	ESOL End. Class 3
Baty,Jennifer W.	ESE	Pathologist, Speech & Language	ESOL End. Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Gogoel,Kirsten	Lake Manatee K-8 School	Fifth Grade Teacher	Reading Endorsement Class 1
Henriquez Mendoza,Daniela L	Lake Manatee K-8 School	First Grade Teacher	Reading Endorsement Class 1
Obrien,Judith Anne	Lake Manatee K-8 School	Fourth Grade Teacher	Reading Endorsement Class 1
Sieracki,Eliane	Lake Manatee K-8 School	Fifth Grade Teacher	Reading Endorsement Class 1
Stanley,Lauren Marie	Lake Manatee K-8 School	First Grade Teacher	Reading Endorsement Class 1
Burt,Thomas	Ballard Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Capalit,Ross Ann	Ballard Elementary School	Tchr, ASD	Reading Endorsement Class 1
Cusack,Tracey Boyd	Ballard Elementary School	First Grade Teacher	Reading Endorsement Class 1
Moss,Demonay Tiffany	Ballard Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Navarrete Rivera,Lauren S	Ballard Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Simmons,Solanges	Ballard Elementary School	First Grade Teacher	Reading Endorsement Class 1
Wylie,Frances C	Ballard Elementary School	Fourth Grade Teacher	Reading Endorsement Class 1
Callihan-DeWitt,Kristina Lee	Bayshore Elementary School	Coach, Literacy	Reading Endorsement
Frederick,Donna Mary	Bayshore High School	Tchr, Language Arts, HS	Reading Endorsement Class 1
Baxter,Maurice R.	Manatee Elementary School	Tchr, VE/SC	Reading Endorsement Class 1
Comuzzi,Gina M	Manatee Elementary School	Second Grade Teacher	Reading Endorsement Class 1
Franklin,Katrina N.	Manatee Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Shimmell,Mercedes	Manatee Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Smith,Carleen M.	Manatee Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Soto-Mercado,Ana Maria	Manatee Elementary School	First Grade Teacher	Reading Endorsement Class 1
Stewart,Dawn Delores	Manatee Elementary School	Tchr, Pre-K Integrated	Reading Endorsement Class 1
Sutherland,Angela	Manatee Elementary School	Kindergarten Teacher	Reading Endorsement
Lindenauer,Lourdes M.	Miller Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Vicens,Sarah Lyn	Miller Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Huber,Kelly E.	Myakka Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Sullivan,Alexandra	Myakka Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Wingate,Tamara	Myakka Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Murphy,Jennifer A.	Oneco Elementary School	Coach, Literacy	Reading Endorsement Class 1
Slattery,Jennifer Lynn	Oneco Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Gleason,Katie L	Palm View K-8 School	First Grade Teacher	Reading Endorsement Class 1
Newsome,Gwendolyn L.	Palm View K-8 School	First Grade Teacher	Reading Endorsement Class 1
Ramsey,Destiny	Palma Sola Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Torski,Melissa	Palma Sola Elementary School	Second Grade Teacher	Reading Endorsement Class 1
Miller,Melanie A.	Palmetto Elementary School	Spec, Media, ES	Reading Endorsement
Rouse,Brandon	Palmetto High School	Tchr, Reading, HS	Reading Endorsement Class 1
Murphy,Matthew	Prine Elementary School	Specialist, Student Support	Reading Endorsement Class 1
Arendt,Victoria Pauline	Daughtrey Elementary School	First Grade Teacher	Reading Endorsement Class 1
Catania,Christopher Stephen	Daughtrey Elementary School	Tchr, ESOL Resource	Reading Endorsement Class 1
Williams,Hannah L.	Daughtrey Elementary School	Second Grade Teacher	Reading Endorsement Class 1
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Pre-K Handicapped	Reading Endorsement Class 1
Walter,Maddison Claire	Samoset Elementary School	First Grade Teacher	Reading Endorsement Class 1
Torregrosa,Chelsea M	Southeast High School	Tchr, Language Arts, HS	Reading Endorsement Class 1
Grant,Kimberly A.	Moody Elementary School	Tchr, Music, ES	Reading Endorsement Class 1
Knips,Sophie	King Middle School	Tchr, Language Arts, MS	Reading Endorsement Class 1
Perez Valdez,Ruth Alexandra	King Middle School	Tchr, ESOL Resource	Reading Endorsement Class 1
Mcclone,Jillian B.	Bashaw Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Moroney,Nichole Marie	Bashaw Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Badham,Leanne	Braden River Elementary School	Fifth Grade Teacher	Reading Endorsement Class 1
Pierre Navarro,Diana	Braden River Elementary School	Tchr, Dual Language, ES	Reading Endorsement Class 1
Davis,Stacy	Johnson K-8 Sch of Int Studies	Tchr, Pre-K Handicapped	Reading Endorsement
Gimmi,Alexander	Lakewood Ranch High School	Tchr, Reading, HS	Reading Endorsement Class 3
Sanders,Tracey Lavon	Horizons Academy	Tchr, VE	Reading Endorsement
Crouse,Miranda Grey	Lee Middle School	Tchr, Autism Spectrum Disorder	Reading Endorsement Class 1
Guzman Colon,Wenik	Lee Middle School	Tchr, ESOL Resource	Reading Endorsement Class 1
Williams,Roshun N.	Lee Middle School	Tchr, EBD/SC	Reading Endorsement Class 1

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Gulbrandsen,Angela M.	McNeal Elementary School	Kindergarten Teacher	Reading Endorsement Class 1
Engelberger,Kristie M.	Freedom Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Cingle,Brookelynn	Willis Elementary School	Third Grade Teacher	Reading Endorsement
Collett,Dana	Willis Elementary School	Fifth Grade Teacher	Reading Endorsement
Gilbank,Kristen J.	Willis Elementary School	First Grade Teacher	Reading Endorsement
Hunter,Hannah	Willis Elementary School	Tchr, ASD	Reading Endorsement
Moseley,Lauren	Willis Elementary School	Kindergarten Teacher	Reading Endorsement
Padro,Jaycey	Willis Elementary School	Second Grade Teacher	Reading Endorsement
Podolan,Megan Nicole	Willis Elementary School	Fourth Grade Teacher	Reading Endorsement
Senyshyn,Dana	Willis Elementary School	Second Grade Teacher	Reading Endorsement
Tomlin,Suzanne M.	Willis Elementary School	Fifth Grade Teacher	Reading Endorsement
Fergusson,Elena	Williams Elementary School	Tchr, VE/SC	Reading Endorsement
Koepsel,Carole	Gullett Elementary School	Coach, Literacy	Reading Endorsement
VanSkiver,Wendy Jeanne	Gullett Elementary School	Third Grade Teacher	Reading Endorsement Class 1
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Reading Endorsement
Ranck,Kerri	Parrish Community High School	Specialist, Student Support	Reading Endorsement
Rumph,Sylvia A.	Lincoln Memorial Middle School	Tchr, IND/SC	Reading Endorsement
Alfonso,Maridel Lonceroz	Sable Acad Behavioral Learning	Elementary Teacher	Reading Endorsement

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Bock,Jessie Rey	Lake Manatee K-8 School	Kindergarten Teacher	Elementary Education K-6
Henriquez Mendoza,Daniela L	Lake Manatee K-8 School	First Grade Teacher	PreKindergarten/Primary Education PK-3
Tovell,Andrew	Lake Manatee K-8 School	Tchr, Art, ES	Elementary Education K-6
Baroncini,Cara Lena	Bayshore Elementary School	First Grade Teacher	Educational Media Specialist PK-12
Broderick,Trinity Kathryn	Bayshore Elementary School	Second Grade Teacher	Educational Media Specialist PK-12
Fraley,Leah Nicole	Bayshore Elementary School	Second Grade Teacher	Autism Endorsement Year 1
Hammer,Lisa	Bayshore Elementary School	First Grade Teacher	Educational Media Specialist PK-12
Robertson,Tiffany	Bayshore Elementary School	Third Grade Teacher	Educational Media Specialist PK-12
Van Aken,Catherine Hawthorne	Bayshore Elementary School	Spec, Media, ES	Elementary Education K-6
Baker,Caitlyn Alexandria	Bayshore High School	Tchr, Language Arts, HS	Business Education 6-12
Calhoun,Katharine Esther	Bayshore High School	Tchr, VE	Mathematics 6-12
Childers,Kelly L.	Bayshore High School	Tchr, Intellctual Disabilities	Art K-12
Dejneka,Ulyana Bushnell	Bayshore High School	Tchr, ESOL Resource	Art K-12
Jones Jr,Thirus	Bayshore High School	Tchr, Resource	Mathematics 6-12
Mclellan,Denise M.	Bayshore High School	Tchr, IND/SC	Art K-12
Neathery,Michele E.	Bayshore High School	Tchr, Reading, HS	English 6-12
Raina,Christopher Robert	Bayshore High School	Tchr, Science, HS	Biology 6-12
Rupp,Michael	Bayshore High School	Tchr, Physical Educ, HS	Middle Grades Mathematics 5-9
Silva,John L.	Bayshore High School	Tchr, Science, HS	Middle Grades General Science 5-9
Tiger,Natalie Nicole	Bayshore High School	Tchr, Science, HS	Middle Grades Mathematics 5-9
Townson,Dana D.	Bayshore High School	Tchr, Electronics	Engineering and Technology Education
Wilcox,Jennifer Elaine	Bayshore High School	Testing Administrator	Mathematics 6-12
Delgado,Edmundo A.	Manatee Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3
Engram,Leah Sharai	Manatee Elementary School	Counselor, ES	Exceptional Student Education K-12
Franklin,Katrina N.	Manatee Elementary School	Third Grade Teacher	Elementary Education K-6
Hamilton,Sabrina	Manatee Elementary School	Fifth Grade Teacher	Elementary Education K-6
Negroni,Ivette	Manatee Elementary School	Second Grade Teacher	Exceptional Student Education K-12
Shimmell,Mercedes	Manatee Elementary School	Kindergarten Teacher	Elementary Education K-6
Smith,Carleen M.	Manatee Elementary School	Kindergarten Teacher	Elementary Education K-6
Woughter,Cari	Manatee Elementary School	Fifth Grade Teacher	PreKindergarten Disabilities Endorsement
Bollmeyer,Lyn M	Manatee High School	Tchr, Art, HS	Art K-12
Bragg,William E	Manatee High School	Tchr, ESOL Resource	World Language – Spanish K-12
Egyed,Peter P.	Manatee High School	Tchr, ASD	Art K-12
Fontaine,Francine	Manatee High School	Tchr, VE	Middle Grades English 5-9
Garrity,Patrick	Manatee High School	Tchr, Other Classroom	Business Education 6-12
Hawley,Bradley Scott	Manatee High School	Tchr, Applied Technology	Engineering and Technology Education
Manion,Kyle	Manatee High School	Tchr, IND/SC	Middle Grades General Science 5-9
Marconi,Kathy Lynn	Manatee High School	Tchr, VE	Middle Grades English 5-9
Powley Link,Melissa Anne	Manatee High School	Tchr, Applied Technology	Business Education 6-12
Price,Kavious D	Manatee High School	Tchr, Physical Educ, HS	Exceptional Student Education K-12
Reynolds,Jennifer L.	Manatee High School	Tchr, Science, HS	Gifted Endorsement Class 3
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades English 5-9
Walters,Kathryn E	Manatee High School	Tchr, Science, HS	Middle Grades General Science 5-9
Davis,Parker	Miller Elementary School	Tchr, STEM	Elementary Education K-6
McGee,Pamela	Miller Elementary School	First Grade Teacher	Elementary Education K-6
Westendorf,Michelle S.	Miller Elementary School	First Grade Teacher	Exceptional Student Education K-12
Greene,Kristin Inderwiesen	Myakka Elementary School	Tchr, Music, ES	Elementary Education K-6
Huber,Kelly E.	Myakka Elementary School	Third Grade Teacher	Elementary Education K-6
Bartens,Jennifer Ann	Oneco Elementary School	Kindergarten Teacher	PreKindergarten/Primary Education PK-3
Davis,Aleceya	Oneco Elementary School	First Grade Teacher	Elementary Education K-6
Fishman,Farrah	Oneco Elementary School	Second Grade Teacher	Elementary Education K-6
Gregory,Pamela Duke	Oneco Elementary School	Fourth Grade Teacher	Elementary Education K-6
Zabala,Stephanie Grace	Oneco Elementary School	Fifth Grade Teacher	Elementary Education K-6
Artis,Heather E.	Rogers Garden-Bullock ES	Tchr, VE	Exceptional Student Education K-12
CARDER,ARIADNE	Rogers Garden-Bullock ES	First Grade Teacher	World Language – Spanish K-12
Daum,Jennifer	Rogers Garden-Bullock ES	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3
Hazon,Zoe	Rogers Garden-Bullock ES	Tchr, IND/SC	Elementary Education K-6
Huffman,Julia Marie	Rogers Garden-Bullock ES	Coach, Literacy	Elementary Education K-6
Mendez,Jessica	Rogers Garden-Bullock ES	First Grade Teacher	Exceptional Student Education K-12
Miranda,Eliette	Rogers Garden-Bullock ES	Fifth Grade Teacher	Elementary Education K-6
Pollack Servoss,Fay K.	Rogers Garden-Bullock ES	Spec, Media, ES	Middle Grades General Science 5-9
Teahan,Nancy Elizabeth	Rogers Garden-Bullock ES	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Zuluaga,Diana	Rogers Garden-Bullock ES	Third Grade Teacher	Elementary Education K-6
David,Tiffany Laural	Palm View K-8 School	Tchr, Autism Spectrum Disorder	Elementary Education K-6
Davis,Ieshia Nicole	Palm View K-8 School	Tchr, Language Arts, MS	English 6-12
Gleason,Olivia	Palm View K-8 School	Tchr, Dropout Prevention, MS	Elementary Education K-6
Munn,Kristen M	Palm View K-8 School	Teacher, Woz Support, ES	Elementary Education K-6
Snyder,Brooklyn	Palm View K-8 School	Tchr, VE	Exceptional Student Education K-12
Harwick,Krey Elliot	Palma Sola Elementary School	Tchr, Physical Educ, ES	Physical Education K-12
Lawrence,Tera Nicole	Palma Sola Elementary School	Tchr, ASD	Elementary Education K-6
Borcsok Imri,ZsuZsanna	Palmetto Elementary School	Tchr, VE/SC	Elementary Education K-6
Tinkham,Kimberley Ann	Palmetto Elementary School	Tchr, ASD	Elementary Education K-6
Ansbro,Emily	Palmetto High School	Tchr, Language Arts, HS	English 6-12
Barco,Adriana	Palmetto High School	Tchr, HS Classroom	World Language – Spanish K-12
Bomar,Laura E	Palmetto High School	Tchr, IND/SC	Art K-12
Corbett,Brooke E.	Palmetto High School	Specialist, Student Support	World Language – Spanish K-12
Corn,Samantha	Palmetto High School	Tchr, IND/SC	Art K-12
Fredericks,Kai	Palmetto High School	Tchr, Mathematics, HS	Mathematics 6-12
Freeman,Cynthia S.	Palmetto High School	Tchr, Autism Spectrum Disorder	English 6-12
Garner,Alex Galen	Palmetto High School	Tchr, Technology	Mathematics 6-12
Lazzari,Michael	Palmetto High School	Tchr, IND/SC	Art K-12
Lyle,Lauren Elizabeth	Palmetto High School	Tchr, Music, HS - Chorus	English 6-12
Martin,Roderick	Palmetto High School	Tchr, Mathematics, HS	Mathematics 6-12
Thomas-Stockner,Brigid A.	Palmetto High School	Tchr, Reading, HS	English 6-12
Treadwell,Malik	Palmetto High School	Tchr, Social Studies, HS	Social Science 6-12
Zolkos,Jarrett	Palmetto High School	Tchr, Social Studies, HS	Social Science 6-12
Leftwich,Michael	Prine Elementary School	Tchr, ASD	Educational Media Specialist PK-12
Murphy,Matthew	Prine Elementary School	Specialist, Student Support	Art K-12
Tacuba-Roblero,Esteffani	Prine Elementary School	Tchr, Second Grade	Elementary Education K-6
Velez,Stephanie	Prine Elementary School	Kindergarten Teacher	PreKindergarten/Primary Education PK-3
Archibald,Sheri Ann	Daughtrey Elementary School	Fourth Grade Teacher	Elementary Education K-6
Catania,Christopher Stephen	Daughtrey Elementary School	Tchr, ESOL Resource	Exceptional Student Education K-12
DeMint,Miles Montgomery Scott	Daughtrey Elementary School	Tchr, ASD	Exceptional Student Education K-12
Houston,Carly	Daughtrey Elementary School	Tchr, VE/SC	Elementary Education K-6
Karlsson,Lisbeth	Daughtrey Elementary School	Second Grade Teacher	Elementary Education K-6
Land,Margaret Lynn	Daughtrey Elementary School	Tchr, Pre-K Handicapped	Exceptional Student Education K-12
Mercado,Giovanna	Daughtrey Elementary School	Kindergarten Teacher	PreKindergarten/Primary Education PK-3
Palija,Linda Gray	Daughtrey Elementary School	Tchr, VE	Exceptional Student Education K-12
Ruiz Harrington,Monica Graciela	Daughtrey Elementary School	Fifth Grade Teacher	Elementary Education K-6
Selbeck,Sandra Liliana	Daughtrey Elementary School	Tchr, Dual Language, ES	Elementary Education K-6
Steinberg,Brittney S	Daughtrey Elementary School	Kindergarten Teacher	Autism Endorsement Year 1
Bailey Odom,Sonia	Samoset Elementary School	Kindergarten Teacher	PreKindergarten/Primary Education PK-3
Fleck,Katherine Elizabeth	Samoset Elementary School	Spec, Media, ES	Physical Education K-12
Griggs,Rachel Louise	Samoset Elementary School	Third Grade Teacher	Elementary Education K-6
Hatley,Sabra Ann	Samoset Elementary School	Tchr, Music, ES	Physical Education K-12
Jackson,Deelah S.	Samoset Elementary School	Third Grade Teacher	Physical Education K-12
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Pre-K Handicapped	Elementary Education K-6
Ricks,Nina Shantel	Samoset Elementary School	Fourth Grade Teacher	Elementary Education K-6
Thigpen,Brittany Leigh-Ann	Samoset Elementary School	Fifth Grade Teacher	Elementary Education K-6
Bishop,Meghan Kathleen	Southeast High School	Coordinator, IB	Middle Grades General Science 5-9
Devlin,Brittany	Southeast High School	Tchr, Science, HS	Gifted Endorsement Class 2
Epstein,Nancy	Southeast High School	Tchr, Social Studies, HS	Readinbg K-12
Kearney Jr,Vernon Lenior	Southeast High School	Tchr, EBD/SC	Elementary Education K-6
McNamara,Hailey Erica	Southeast High School	Tchr, VE	Business Education 6-12
Mueller,Megan M.	Southeast High School	Tchr, Mathematics, HS	Mathematics 6-12
Muntz,Steve Marshall	Southeast High School	Tchr, Business Technology	Mathematics 6-12
Smith,Anthony Charles	Southeast High School	Tchr, Business Technology	Mathematics 6-12
Swinkels,Katherine	Southeast High School	Tchr, Science, HS	Middle Grades General Science 5-9
Baker,Casey M	Tillman Elementary School	Tchr, ASD	Elementary Education K-6
Li,BingBing	Tillman Elementary School	Tchr, First Grade	Elementary Education K-6
March,Lisa Michelle	Tillman Elementary School	Tchr, VE	Exceptional Student Education K-12
Mauk,Kyle	Tillman Elementary School	Tchr, STEM	Elementary Education K-6
Miller,Angela Glenda	Tillman Elementary School	Tchr, VE/SC	Autism Endorsement Year 1
Murray,Bernatta Dealcia	Tillman Elementary School	Tchr, Pre-K Integrated	Elementary Education K-6

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Riggio,Joseph M	Tillman Elementary School	Tchr, Art, ES	Elementary Education K-6
Wright,Fay A	Tillman Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3
Ngo,Jacqueline L	Blackburn Elementary School	First Grade Teacher	World Language – Spanish K-12
Broehm,Diane Y	Sugg Middle School	Tchr, Science, MS	Middle Grades General Science 5-9
Geldmaker,Stephanie	Sugg Middle School	Tchr, VE	Elementary Education K-6
Goodyear,Calaina R	Sugg Middle School	Tchr, Social Studies, MS	Exceptional Student Education K-12
Lanza,Alys	Sugg Middle School	Tchr, Science, MS	Middle Grades General Science 5-9
Malone,Christopher	Sugg Middle School	Tchr, Social Studies, MS	Middle Grades English 5-9
Mccoy,Vivian	Sugg Middle School	Tchr, Science, MS	Middle Grades General Science 5-9
Salinas Carias,Stephanie G.	Sugg Middle School	Tchr, ESOL Resource	English 6-12
Strom,Cary R	Sugg Middle School	Tchr, Dropout Prevention, MS	English 6-12
Thomas,Jeremy K	Sugg Middle School	Tchr, Science, MS	Middle Grades General Science 5-9
Bennett,Robert C.	Moody Elementary School	Tchr, Physical Educ, ES	Elementary Education K-6
Korschun,Martha	Moody Elementary School	Tchr, ASD	Elementary Education K-6
Regula,Megan Lynn	Moody Elementary School	Fifth Grade Teacher	Elementary Education K-6
Royer,Madison	Moody Elementary School	Second Grade Teacher	Biology 6-12
Witte,Gina R	Moody Elementary School	Fifth Grade Teacher	Elementary Education K-6
Briggs,Jonathan David	King Middle School	Tchr, Business Technology	Engineering and Technology Education
Ferguson,Corey Michael	King Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9
Frech,Aaron	King Middle School	Tchr, Technology	Elementary Education K-6
Galati,Natasha	King Middle School	Tchr, ASD	Middle Grades English 5-9
Grider,Delanie Rose	King Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9
Moody,Emma Rachelle	King Middle School	Tchr, Science, MS	Middle Grades Social Science 5-9
Moore,Jessica Elizabeth	King Middle School	Tchr, VE	Exceptional Student Education K-12
Noga,Vjola	King Middle School	Tchr, IND/SC	Elementary Education K-6
Harvey,Chondra Tootle	Abel Elementary School	Third Grade Teacher	Exceptional Student Education K-12
Hodge,Doni E.	Abel Elementary School	Teacher, Other Classroom	Educational Media Specialist PK-12
Kent,Noelle V.	Abel Elementary School	Tchr, VE/SC	Elementary Education K-6
Nehus,Jillian Ann	Abel Elementary School	Tchr, ASD	Exceptional Student Education K-12
Gaskill,Christianne Marie	Stewart Elementary School	Tchr, EBD/SC	Exceptional Student Education K-12
Bratton,Kamille J	Bashaw Elementary School	Tchr, EBD/SC	Elementary Education K-6
Fitzstephens,Tracey D.	Bashaw Elementary School	Tchr, VE	PreKindergarten/Primary Education PK-3
Yueng-Nieves,Kathryn Paula	Bashaw Elementary School	Tchr, Pre-K Integrated	Elementary Education K-6
Cerpa,Lucy	Braden River Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3
Misla,Rebecca M	Braden River Elementary School	Tchr, Art, ES	Elementary Education K-6
Ramirez,Maria Gabriela	Braden River Elementary School	Second Grade Teacher	Elementary Education K-6
Day,Christina Lynn	Braden River Middle School	Tchr, EBD/SC	Middle Grades Mathematics 5-9
Gkikas,Matina	Braden River Middle School	Tchr, Family & Cnsumr Sciences	Family and Consumer Science 6-12
Guttilla,Charles Joseph	Braden River Middle School	Specialist, Student Support	Educational Media Specialist PK-12
Lindberg,Jessica	Braden River Middle School	Tchr, Technology	Engineering and Technology Education
Massa,Melissa	Braden River Middle School	Tchr, Mathematics, MS	Middle Grades General Science 5-9
Williams,Tara	Braden River Middle School	Tchr, VE	Social Science 6-12
Bailey,Beth	Sea Breeze Elementary School	Kindergarten Teacher	Exceptional Student Education K-12
Dorman,Brianne	Sea Breeze Elementary School	First Grade Teacher	Exceptional Student Education K-12
Miller,Alison D	Sea Breeze Elementary School	Tchr, Third Grade	Elementary Education K-6
Peace,Elizabeth	Sea Breeze Elementary School	Tchr, VE	Exceptional Student Education K-12
Shelton,Brian Keith	Sea Breeze Elementary School	Tchr, ASD	Elementary Education K-6
Toglia,Sabrina	Sea Breeze Elementary School	Third Grade Teacher	PreKindergarten/Primary Education PK-3
Coleman,Brittney M	Tara Elementary School	Second Grade Teacher	Exceptional Student Education K-12
Dillahay,Olivia J.	Tara Elementary School	Tchr, VE/SC	Educational Media Specialist PK-12
Johannessen,Joscelyn Jenna	Tara Elementary School	Tchr, ASD	Elementary Education K-6
Van Zandt,Mary Beth	Tara Elementary School	Tchr, VE	Elementary Education K-6
Berg,Shana M.	Johnson K-8 Sch of Int Studies	Coordinator, IB	PreKindergarten/Primary Education PK-3
Davis,Stacy	Johnson K-8 Sch of Int Studies	Tchr, Pre-K Handicapped	Elementary Education K-6
Greene-Lu,Nailah D.	Johnson K-8 Sch of Int Studies	First Grade Teacher	Elementary Education K-6
Ivey,Tera Lea	Johnson K-8 Sch of Int Studies	Tchr, VE	Elementary Education K-6
Johnson,Susan K.	Johnson K-8 Sch of Int Studies	Tchr, Mathematics, MS	Gifted Endorsement
Kowle,Daniel Steven	Johnson K-8 Sch of Int Studies	Tchr, Emotion/Behavr Disabi	Elementary Education K-6
Burke,Catherine A.	Witt Elementary School	Fifth Grade Teacher	Exceptional Student Education K-12
McDaniel,Lauren A.	Witt Elementary School	Third Grade Teacher	Educational Media Specialist PK-12
Seiler,Tracy A.	Witt Elementary School	Fourth Grade Teacher	Elementary Education K-6
Tabor,Camissa J.	Witt Elementary School	Third Grade Teacher	Middle Grades Mathematics 5-9

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Birakis,Christina Marie	Haile Middle School	Tchr, Social Studies, MS	Middle Grades General Science 5-9
Gibson,Joseph W.	Haile Middle School	Tchr, Art, MS	Engineering and Technology Education
Jones,Matthew Karl	Haile Middle School	Specialist, Student Support	Gifted Endorsement Class 1
Reynolds,Bethany A.	Haile Middle School	Tchr, Language Arts, MS	English 6-12
Stiles,Sandra K.	Haile Middle School	Tchr, Reading, MS	English 6-12
Thomas,Deanna Marie	Haile Middle School	Tchr, Autism Spectrum Disorder	Exceptional Student Education K-12
Augustine-Carter,Brianna	Lakewood Ranch High School	Tchr, Art, HS	Art K-12
Blank,Christopher	Lakewood Ranch High School	Tchr, Phys Ed/Health (HOPE)	Middle Grades General Science 5-9
Cohen,Mariah Claire	Lakewood Ranch High School	Tchr, Language Arts, HS	English 6-12
Gardner,Kelly Sanford	Lakewood Ranch High School	Tchr, ASD	Autism Endorsement Year 2
Henry,Louis Gerol	Lakewood Ranch High School	Tchr, World Language, HS	Middle Grades Mathematics 5-9
Knight,Tiffany M.	Lakewood Ranch High School	Tchr, Mathematics, HS	Mathematics 6-12
Long,Benjamin R.	Lakewood Ranch High School	Tchr, Technology	Business Education 6-12
Nolin,Suzanne	Lakewood Ranch High School	Tchr, VE	Elementary Education K-6
Oldani,Jeannine	Lakewood Ranch High School	Tchr, Mathematics, HS	Mathematics 6-12
Paravicini,Scott F.	Lakewood Ranch High School	Tchr, Physical Educ, HS	Mathematics 6-12
RUIZ,IVANA Beatriz	Lakewood Ranch High School	Tchr, IND/SC	Elementary Education K-6
Schultz,Stephen James	Lakewood Ranch High School	Tchr, Language Arts, HS	Mathematics 6-12
Weaver,Elijah	Lakewood Ranch High School	Tchr, Health, HS	Health K-12
Wilcoxson,Alexandra Schauble	Lakewood Ranch High School	Tchr, Science, HS	Physics 6-12
Critzer,Michael	Horizons Academy	Tchr, VE	Exceptional Student Education K-12
Dykes,Corinne D	Horizons Academy	Graduation Coach	Art K-12
Frost,Timothy A	Horizons Academy	Tchr, VE	Exceptional Student Education K-12
Giraldo,Lori A.	Horizons Academy	Tchr, VE Resource	Elementary Education K-6
Horwitz,Chad Stephan	Horizons Academy	Specialist, Student Support	Middle Grades General Science 5-9
Pimentel,Yris	Horizons Academy	Tchr, ESOL Resource	Elementary Education K-6
Reed,Kenton Myles	Horizons Academy	Tchr, Physical Educ, HS	Health K-12
Sanders,Tracey Lavon	Horizons Academy	Tchr, VE	Elementary Education K-6
Sharbono,Christian C	Horizons Academy	Tchr, IND/SC	English 6-12
Silva,Jaime S	Horizons Academy	Tchr, Science, HS	Mathematics 6-12
Wright,Kimberly	Horizons Academy	Specialist, Student Support	Mathematics 6-12
Austin,Paula	Kinnan Elementary School	Third Grade Teacher	Middle Grades Mathematics 5-9
Guth,Andrea	Kinnan Elementary School	First Grade Teacher	Elementary Education K-6
Kanai,Kazuki	Kinnan Elementary School	Tchr, ESOL Resource	PreKindergarten/Primary Education PK-3
Krstic,Jelena	Kinnan Elementary School	Tchr, VE/SC	Exceptional Student Education K-12
Fede,Diana Marie	Nolan Middle School	Tchr, VE	Elementary Education K-6
Hermann,Mark L.	Nolan Middle School	Tchr, VE	Elementary Education K-6
Johnson,Mackenzie Taylor	Nolan Middle School	Tchr, Physical Educ, MS	Middle Grades Mathematics 5-9
Ortiz,Joan P.	Nolan Middle School	Tchr, Science, MS	Middle Grades General Science 5-9
Vonseggern,Byron	Nolan Middle School	Tchr, Science, MS	Exceptional Student Education K-12
Albritton,James J	Lee Middle School	Tchr, Language Arts, MS	English 6-12
Atkins,CindyAnn A	Lee Middle School	Tchr, Science, MS	Middle Grades General Science 5-9
Benton,Larry D.	Lee Middle School	Tchr, IND/SC	Hearing Impaired K-12
Clark-Hankerson,Brandi S.	Lee Middle School	Counselor, MS	English 6-12
Cromartie,Kiara Timesha	Lee Middle School	Tchr, Social Studies, MS	English 6-12
Mathis,Holly L.	Lee Middle School	Tchr, ASD	Hearing Impaired K-12
Ottlinghaus,William Patrick	Lee Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9
Shelby,Tiara Danielle	Lee Middle School	Tchr, Mathematics, MS	Elementary Education K-6
Williams,Roshun N.	Lee Middle School	Tchr, EBD/SC	Middle Grades Mathematics 5-9
Bennett,Velma J.	Braden River High School	Tchr, EBD/SC	Mathematics 6-12
Cummings,Stacy A.	Braden River High School	Tchr, ESE, OJT	Business Education 6-12
Diss,Amy	Braden River High School	Tchr, Business Technology Educ	Middle Grades Mathematics 5-9
Money,Kaitlin E.	Braden River High School	Tchr, VE	Art K-12
Vasquez,Andrea C	Braden River High School	Tchr, World Language, HS	Elementary Education K-6
Berninger,Andrea M.	McNeal Elementary School	Tchr, Gifted	Computer Science K-12
Bertrand,Amanda Louise	McNeal Elementary School	Kindergarten Teacher	Gifted Endorsement Class 3
Jendro,Amy Lea	McNeal Elementary School	Counselor, ES	Educational Media Specialist PK-12
Zaehler,Marcelina K.	McNeal Elementary School	Tchr, VE/SC	Elementary Education K-6
Conklin,Gregory Steven	Freedom Elementary School	Tchr, VE	Elementary Education K-6
Koren,Jeanne	Freedom Elementary School	Tchr, VE/SC	Exceptional Student Education K-12
Loid,Meghan Nicole	Freedom Elementary School	Tchr, Gifted	Gifted Endorsement Class 1
Wilson,Eugena C.	Freedom Elementary School	Third Grade Teacher	Elementary Education K-6

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Balsai,Gina Maria	Mills Elementary School	Tchr, Pre-K Handicapped	PreKindergarten Disabilities Endorsement
Plata- Benitez,Elmer	Mills Elementary School	Fifth Grade Teacher	Exceptional Student Education K-12
Sabatino,Michael	Mills Elementary School	Tchr, EBD/SC	Exceptional Student Education K-12
Taylor,Emily Susanne	Mills Elementary School	Tchr, EBD/SC	Exceptional Student Education K-12
Cendan,Alexander	Willis Elementary School	Tchr, ASD	Elementary Education K-6
French,Jennifer B.	Willis Elementary School	Third Grade Teacher	Elementary Education K-6
Hodge,Toni Ann	Willis Elementary School	Fourth Grade Teacher	Autism Endorsement Year 1
Snyder,Stephanie Michelle	Willis Elementary School	Second Grade Teacher	Exceptional Student Education K-12
Fergusson,Elena	Williams Elementary School	Tchr, VE/SC	Elementary Education K-6
Knapp,Jordan N	Williams Elementary School	Tchr, ASD	Elementary Education K-6
Rush,Cynthia Lee	Williams Elementary School	Tchr, Pre-K Handicapped	Mathematics 6-12
Upson,Stephanie	Williams Elementary School	Second Grade Teacher	English 6-12
Westra,Scott Aaron	Williams Elementary School	Tchr, Physical Educ, ES	Elementary Education K-6
Cobb,Sylvia A.	Buffalo Creek Middle School	Tchr, IND/SC	Exceptional Student Education K-12
Fertig,Dawn M.	Buffalo Creek Middle School	Tchr, Dropout Prevention, MS	English 6-12
Georgakis,George Athanasios	Buffalo Creek Middle School	Tchr, Social Studies, MS	Mathematics 6-12
Hancock,Jennifer Askin	Buffalo Creek Middle School	Tchr, Reading, MS	English 6-12
Luchuk,Mary A	Buffalo Creek Middle School	Tchr, EBD/SC	Middle Grades English 5-9
Porter,Melissa Lynn	Buffalo Creek Middle School	Tchr, Agriculture/Nat Resrcs	Social Science 6-12
Van Serke,Kelly D.	Buffalo Creek Middle School	Spec, Media, MS	Engineering and Technology Education
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Earth-Space Science 6-12
Clark,Robert Dylan	Parrish Community High School	Tchr, Physical Educ, HS	Visually Impaired K-12
Cummins,Morgan	Parrish Community High School	Tchr, Language Arts, HS	English 6-12
Esposito,Juliette	Parrish Community High School	Tchr, Social Studies, HS	Elementary Education K-6
Gingras,Cara E.	Parrish Community High School	Tchr, Reading, HS	English 6-12
Greene,Caitlyn J	Parrish Community High School	Tchr, Agriculture/Nat Resrcs	Middle Grades General Science 5-9
Haushalter,Dawn M.	Parrish Community High School	Tchr, ESOL Resource	Biology 6-12
Henderson,Deanna	Parrish Community High School	Tchr, Science, HS	Social Science 6-12
Hernandez,Daniel Andres	Parrish Community High School	Tchr, EBD/SC	Exceptional Student Education K-12
Jones,Cary Leigh	Parrish Community High School	Tchr, Technology	Exceptional Student Education K-12
Kennedy,Ryan M.	Parrish Community High School	Tchr, Physical Educ, HS	English 6-12
Malcomb,Allison	Parrish Community High School	Tchr, Mathematics, HS	Mathematics 6-12
Metzger,Courtney E.	Parrish Community High School	Tchr, Business Technology	Hearing Impaired K-12
Murphy,Jack Ryan	Parrish Community High School	Tchr, VE	Social Science 6-12
Siegel,Kristin M.	Parrish Community High School	Tchr, Other Classroom	Biology 6-12
Boyd,Stephanie	Jain Middle School	Tchr, Social Studies, MS	Middle Grades English 5-9
Callihan,Amanda Lynn	Jain Middle School	Counselor, MS	Middle Grades English 5-9
Connor,Sally	Jain Middle School	Tchr, Language Arts, MS	Middle Grades English 5-9
Elliott,Leah A	Jain Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9
Hall,Stephanie	Jain Middle School	Tchr, IND/SC	Elementary Education K-6
Reeves,Patricia	Jain Middle School	Tchr, Social Studies, MS	Middle Grades Mathematics 5-9
Bernaert,Cory	Harvey K-8 School	Spec, Media, ES	Educational Media Specialist PK-12
Casciotta,Jennifer	Harvey K-8 School	Health Science Teacher	Elementary Education K-6
Driggers,Katherine	Harvey K-8 School	Tchr, VE/SC	Elementary Education K-6
Dunfee,Brittany	Harvey K-8 School	Fifth Grade Teacher	Elementary Education K-6
Fenton,Michelle S. Cogswell	Harvey K-8 School	Tchr, VE/SC	Exceptional Student Education K-12
Lear,Shannon Marie	Harvey K-8 School	Tchr, Autism Spectrum Disorder	Exceptional Student Education K-12
Lewis,Ashley M.	Harvey K-8 School	Tchr, Art, ES	Art K-12
O'Keefe,Hayley	Harvey K-8 School	Fourth Grade Teacher	Elementary Education K-6
Ray,Mallorie K.	Harvey K-8 School	Tchr, Autism Spectrum Disorder	Exceptional Student Education K-12
Reynolds,Katherine	Harvey K-8 School	Fourth Grade Teacher	Elementary Education K-6
Swartling,Olivia Mayer	Harvey K-8 School	Tchr, Agriculture/Nat Resrcs	Agriculture 6-12
Vranick,Alexa	Harvey K-8 School	Fourth Grade Teacher	Elementary Education K-6
Wetherson,Mitchell	Harvey K-8 School	Tchr, Self Contained, 6th Grd	Middle Grades Mathematics 5-9
Durocher,Christy A.	Lincoln Memorial Middle School	Tchr, Mathematics, MS	Exceptional Student Education K-12
Fleming,Christine	Lincoln Memorial Middle School	Tchr, Autism Spectrum Disorder	Hearing Impaired K-12
Galik Jr,Peter George	Lincoln Memorial Middle School	Tchr, VE	Exceptional Student Education K-12
Gonzalez,Alexander	Lincoln Memorial Middle School	Tchr, Social Studies, MS	Middle Grades English 5-9
Leonard II,William Fred	Lincoln Memorial Middle School	Tchr, EBD/SC	Elementary Education K-6
Luther,Latece R.	Lincoln Memorial Middle School	Tchr, Physical Educ, MS	Exceptional Student Education K-12
Mckenzie Jr,Charles	Lincoln Memorial Middle School	Tchr, VE	Exceptional Student Education K-12
Ralston,Emily	Lincoln Memorial Middle School	Tchr, Agriculture/Nat Resrcs	Middle Grades Mathematics 5-9

EMPLOYEE_NAME	SCHOOL_DESCR	POSITION_DESCR	OOF Description
Rumph,Sylvia A.	Lincoln Memorial Middle School	Tchr, IND/SC	Elementary Education K-6
Simmons,Brittany Nicole	Lincoln Memorial Middle School	Tchr, Language Arts, MS	Elementary Education K-6
Warnock,Amelia	Lincoln Memorial Middle School	Tchr, Science, MS	Exceptional Student Education K-12
Ajani-Smith,Leonilla	Access to Education	Tchr, VE/SC	Art K-12
Eash,Andrea L.	Access to Education	Tchr, VE/SC	Art K-12
Lee,Jocelyn Fuentes	Access to Education	Tchr, VE/SC	Elementary Education K-6
Rainey,Kharma Rae	Access to Education	Tchr, VE/SC	Elementary Education K-6
Reyes,Josue	Access to Education	Tchr, VE/SC	Art K-12
Walker,Brandi M.	Access to Education	Tchr, VE/SC	Art K-12
Walker,Michael F.	Access to Education	Tchr, VE/SC	Art K-12
Eldib,Hoda Meshal	Juvenile Detention Center	Tchr, Dropout Prevention, HS	Biology 6-12
Lyons Jr,Robert P.	Juvenile Detention Center	Tchr, Dropout Prevention, HS	Physical Education K-12
Basinger,Christina M.	The Port Academy	Tchr, Dropout Prevention, HS	Mathematics 6-12
Edwards,Robert P.	The Port Academy	Tchr, Dropout Prevention, HS	Middle Grades Mathematics 5-9
Hultgren,Eric	The Port Academy	Tchr, Dropout Prevention, HS	English 6-12
Alfonso,Maridel Lonceroz	Sable Acad Behavioral Learning	Elementary Teacher	Exceptional Student Education K-12
Rosario,Wilfredo	Sable Acad Behavioral Learning	Tchr, Physical Educ, MS	Exceptional Student Education K-12
Keats,Michelle	Exec Dir, Teaching & Learning	Tchr, Spcl Assgn, Basic Instr	Exceptional Student Education K-12
Febinger,Peter J.	ESE	Tchr, Deaf and Hard of Hearing	Hearing Impaired K-12
Leggett,James	ESE	Spec, Exceptional Student Educ	Art K-12
Clark,Christy	Adult Career and Tech Educ	Tchr-Spcl Assgn,Basic Instruct	Engineering and Technology Education
Munive,Daniel A	Personnel Non-Allocated	Tchr, ESOL Resource	Exceptional Student Education K-12

AGENDA ITEM NO. 11.3

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the World Languages Adoption Committee Recommendations for the 2026-2027 School Year, Approximately $750,000.00 (Multiple Funding Sources)

Executive Summary
Florida law requires each district School Board to purchase instructional materials to provide each student in kindergarten through grade 12 with a major tool of instruction in the core courses of mathematics, language arts, science, social studies, reading, and literature. Pursuant to Florida State Statute 1006.43, Florida State Board of Education Rule 6A-7.0710, and School District of Manatee County Policy 2520, district staff implemented the adoption process for World Languages for implementation in the 2026-27 school year.

The District's textbook adoption committee for World Languages convened on January 5th, 2026, January 8th,2026, and January 21, 2026. All the options evaluated by the districts adoption committee were included on the Florida DOE Short Bid Report for World Languages.

The World Languages instructional materials adoption committee recommendations are identified below. The website https://www.manateeschools.net/textbookadoption contains the committee's agendas and meeting note, as well as digital access for public review. If approved by the School Board, the Superintendent will purchase the committee's highest-ranked recommended instructional materials that also appear on the 2025-26 FLDOE World Languages Instructional Materials Adoption List current at the time of purchase following the 30-day objection filing period. Relevant professional learning will be provided in anticipation of program implementation beginning in August of 2026.

The World Languages Adoption Committee recommends, in order preference, the following instructional materials:
Spanish-
1. Carnegie Learning, Inc
2. Klett World Languages, Inc

French-
1. Klett World Languages, Inc
2. Vista Higher Learning

The recommended materials are avaiable for public review online or in person at the Professional Support Center located at 2501 63rd Ave E, Bradenton, Fl 34203.

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

Recommendation
The Superintendent recommends the Approval of the World Languages Adoption Committee

Recommendations for the 2026-2027 School Year, Approximately $750,000.00 (Multiple Funding Sources)

Financial Impact

The estimated projected cost of the World Languages Instructional Materials Adoption based on current enrollment projections is $750,000 to be funded from multiple funding sources, including budgeted instructional materials General Funds.

Contact

Submitting Department: Curriculum and Professional Learning
Initiated By: Tiffany Spradling

AGENDA ITEM NO. 11.4

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title

Approval to Apply, Accept and Expend the Safety and Security of School Buildings Grant in the Amount of $323,683.00 (Incoming State Grant Funds)

Executive Summary

The Florida Department of Education has determined the School District of Manatee County is eligible to receive funding in the amount of $323,683.00. The funds will be used to improve the safety and security of school buildings based upon recommendations from the security risk assessment completed by school districts as required by section 1006.07 (6), F.S. and school hardening needs report at Willis Elementary School and Nolan Middle School as well as district charter schools.

The program has been funded through this award for the past three years:

2025 $744,583.00
2024: $752,944.00
2023: $348,607.00

This grant is pending School 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 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 the Safety and Security of School Buildings Grant in the amount of $323,683.00 (Incoming State Grant Funds).

Financial Impact

There is no cost to the General Fund.

Contact

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

Attachments:
Safety and Security of Schools Buildings

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program 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	Safety and Security of School Buildings Grant **TAPS NUMBER:** **26A097**	Date Received
B) Name and Address of Eligible Applicant: School Board of Manatee County, FL 215 Manatee Avenue West Bradenton, Florida 34205-8840		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) **Applicant Contact & Business Information**	
$ 323,683.00 **DOE USE ONLY** **Total Approved Project:** $	Contact Name: Latrina Singleton, Director Federal Programs and Grants Fiscal Contact Name: Catherine Hayden Miley, Director of Finance	Telephone Numbers: 941-751-6550 ext 43347 941-708-8770 ext 41111
	Mailing Address: 215 Manatee Avenue West Bradenton, Florida 34205-8840	E-mail Addresses: Singleton2l@manateeschools.net mileyc@manateeschools.net
	Physical/Facility Address: 215 Manatee Avenue West Bradenton, Florida 34205-8840	UEI number: XKGXG94KMH65 FEIN number: 596000728

CERTIFICATION

I, Dr. Laurie Breslin, 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 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.

E) Laurie Breslin (Jan 26, 2026 13:04:19 EST)	Superintendent	01/26/2026
Signature of Agency Head	Title	Date

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

Florida Department of Education
General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Authority for Data Collection: 20 USC 1232e (a)

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that "[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b)." The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the "General Assurances" section.

Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

Certification:

I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the "Project Application and Amendment Procedures for Federal and State Programs" (Green Book).

School District of Manatee County	410	Dr. Laurie Breslin
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.

Laurie Breslin (Jan 26, 2026 13:04:19 EST)	01/26/2026	941-708-8770
Signature (must be original)	Date	Area Code/Telephone Number

Safety and Security of School Buildings

School Hardening Grant July 1, 2025- January 31, 2028

TAPS Number 26A097

Scope of Work/Narrative: Secure Access and Visitor Control Initiative

1.Description of the Proposed Purchases: Based upon recommendations from the annual security risk assessment completed as required by section 1006.1493, Florida Statutes and the School Hardening Needs Report, the School District of Manatee County (SDMC) proposes to utilize funds to improve the physical security of school buildings at Moody Elementary School and Nolan Middle School.

Typically, the district's schools have been designed with a single point of entry combined with an intercom/camera system that is manned by front office staff. This protocol enables school staff to control who enters and ensure proper authorization. In most cases, this protocol is adequate to handle the typical foot traffic in a school environment. However, once a person is "buzzed in," this person has access to the rest of the campus and its students.

Funding through the Safety and Security of School Building Program will support the district's ongoing initiative to install security-entry vestibules at all its school sites. This type of single point of entry adds another layer of access control. First, a visitor uses the intercom to state their name and reason for entry. Once the door is unlocked, the visitor is admitted into the school's secured lobby area. It is here, behind a "bank teller" setting, that the administrator or clerical staff can reassess who the person is and the reason for the visit. Once a visitor has been vetted, they will be admitted into the school's interior. With this system in place, a visitor will not be able to get into the heart of the school or have access to staff or administration during any point of this process.

Funds will be used to renovate and secure the front office and lobby areas at Moody Elementary School and Nolan Middle School. Moody Elementary serves more than 550 students in Pre-K through 5th grade with a capacity to serve 747 students. Constructed in 1974, the one-story elementary school encompasses over 83,800 enclosed square feet. With access to over 62,000 square feet in building one, securing the front entryway is of the upmost importance to ensure safety and security of all students and faculty within the main building and the entire campus.

Nolan Middle School serves 825 students in 6th-8th grade with a capacity to serve 983 students. Constructed in 2004, this one-story campus encompasses over 140,6000 enclosed square feet. The building plan includes three buildings with outdoor space for transitions between buildings, including portables. It is imperative the front entryway of building one is secured to control access and reduce the risk of unauthorized individuals entering the building. This measure helps to ensure the safety of students, staff and visitors, creating a more controlled and secure learning environment.

Note that school lobby designs are reviewed by SDMC's Safety and Security Department along with other stakeholders to ensure that plans adhere to Safety and Security CPTED Principles (Crime Prevention Through Environmental Design) and that best practices are employed.

More than 1,300 students – not including the school staff, teachers, and administration – will be impacted through this initiative.

2.How it Contributes to the Safety and Security of the School: Securing school buildings is paramount for ensuring the safety of students and staff. According to the National Institute of Justice, secure school environments contribute to a significant decrease in the likelihood of violent incidents. Studies also show that well-implemented security measures, such as surveillance systems and controlled access points, can act as deterrents and reduce the impact of potential threats.

In addition, a safe learning environment fosters a sense of well-being, positively impacting students' academic performance and overall school culture. Prioritizing security measures in school buildings is vital for maintaining a conducive and secure educational atmosphere. This underscores the importance of fortifying the front entryway to enhance overall safety within school premises.

Using best practices when designing a multi-disciplinary safety and security approach, the School District of Manatee County (SDMC) evaluates several key elements such as physical spaces or zones, surveillance, lighting, landscaping, and physical security to ensure the physical safety at each site.

Coupled with these elements, access control systems/procedures continue to be highly effective in preventing unauthorized intruders from accessing a building during school hours and monitoring access points on campus. A security-entry vestibule adds a double door system at the single point of entry – key to limiting entry for visitors and preventing or delaying entrance to campus if the need should arise.

This proposal will fund high-priority schools within the School District of Manatee County serving students in Pre-K through 12th grade. The overall goal to install a secure entryway at every SDMC school that has an open building plan thus eliminating access to the interior without a second checkpoint.

This project augments current safety protocols and equipment being implemented throughout the SDMC including school-based threat assessment teams, monitoring via security cameras, Voice

over Internet Protocol (VoIP) Telephone systems that are integrated with an Internet Protocol Paging System, CrisisAlert Badges, and perimeter fencing.

Charter School Efforts: SDMC ensures a collaborative and robust working relationship with each of Manatee's charters, which is managed through the school district's department of District Support - Charter Schools Office. All charter schools have been contacted and counseled regarding approved grant expenditures and program allocations.

Charter schools requesting allocations through the Safety and Security of School Building Program have confirmed that each budget expenditure correlates to its annual Florida Safe Schools Assessment Tool (FSSAT). Additionally, each request has been scrutinized to ensure that it is allowable and appropriate to improving the physical safety and security of school buildings. Lastly, each charter participating in this grant program has completed the required School Hardening Needs Report. SDMC will provide charter schools their proportionate share of funds upon receipt of the charter school's security risk assessment and receipt of funds from FDOE.

Safety and Security of School Buildings TAPS - 26A097

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
- **Checkbox-** Indication the project is part of the grant submission or amendment

Checkbox	Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
X	Fencing	Completed installation or upgrade of fencing.	Paid invoice or receipt	1/31/2028	
X	Gates	Completed installation or upgrade of gates.	Paid invoice or receipt	1/31/2028	
X	Exterior Lighting	Completed installation or upgrade of exterior lighting.	Paid invoice or receipt	1/31/2028	
X	Signage	Completed installation or upgrade of signage.	Paid invoice or receipt	1/31/2028	
X	Bollards	Completed installation or upgrade of bollards.	Paid invoice or receipt	1/31/2028	
X	Entryway Hardening	Completed installation or upgrade of entryway hardening.	Paid invoice or receipt	1/31/2028	
X	Window Hardening	Completed installation or upgrade of window hardening.	Paid invoice or receipt	1/31/2028	
X	Door Locks	Completed installation or upgrade of door locks.	Paid invoice or receipt	1/31/2028	
X	Fixed Screening Equipment (metal detector)	Completed installation or upgrade of fixed screening equipment (metal detector).	Paid invoice or receipt	1/31/2028	
X	Access Control	Completed installation or upgrade of access control system.	Paid invoice or receipt	1/31/2028	
X	Video Surveillance	Completed installation or upgrade of video surveillance system.	Paid invoice or receipt	1/31/2028	
X	Signal Amplifier	Completed installation or upgrade of signal amplifier.	Paid invoice or receipt	1/31/2028	

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X	Mass Communication	Completed installation or upgrade of mass communication system.	Paid invoice or receipt	1/31/2028	
X	Visitor Management	Completed installation or upgrade of visitor management system.	Paid invoice or receipt	1/31/2028	
X	Fixed Panic Alarm	Completed installation or upgrade of fixed panic button.	Paid invoice or receipt	1/31/2028	
X	Responder Access Equipment	Completed installation or upgrade of responder access equipment.	Paid invoice or receipt	1/31/2028	

Note: Add additional lines if necessary

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	School District of Manatee County
B) DOE Assigned Project Number:	
C) TAPS Number:	26A097

(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
		MANATEE SCHL OF ARTS/SCIENCES			
7400	794	**Charter School State Capital Outlay**: Replacement of Fencing Gate Access (FSAAT 7.4.5)		$ 627.02	100%
		TEAM SUCCESS A SCHOOL OF EXCELLENCE			
7400	794	**Charter School State Capital Outlay**:Replacement of fencing to secure front access to campus. (FSSAT section: 10.5.3)		$ 8,057.50	100%
		MANATEE SCHOOL FOR THE ARTS			
7400	794	**Charter School State Capital Outlay**: Video Surveillance equipment/cameras, video server equipment, video equipment installation services 10.7.4 (Security Cameras)		$ 12,698.62	100%
		ROWLETT MIDDLE ACADEMY			
7400	794	**Charter School State Capital Outlay**: Purchase and install video surveillance equipment FSSAT 10.7.4		$ 4,154.74	100%
		MANATEE CHARTER SCHOOL			
7400	794	**Charter School State Capital Outlay**: Update security gates under section FSSAT 7.4.5		3832.44	100%
		OASIS MIDDLE SCHOOL			
7400	794	**Charter School State Capital Outlay**: Purchase door locks. FSSAT10.6.5		$ 281.28	100%
		IMAGINE CHARTER AT LAKEWOOD RANCH			
7400	794	**Charter School State Capital Outlay**: Posting identifying building signage, FSSAT section 10.5.6.		$ 1,992.40	100%
		PALMETTO CHARTER SCHOOL			
7400	794	**Charter School State Capital Outlay**: upgrading the access control system in building 4 (Cafeteria/Gymnasium) FSSAT 10.7.3 (access control)		$ 2,812.80	100%
		STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL			
7400	794	**Charter School State Capital Outlay**: Video surveillance system - Additional/Replace/Relocate security cameras - add approx 5 cameras- (FSSAT 10.7.1)		$ 2,853.82	100%
		WILLIAM MONROE ROWLETT ACADEMY			
7400	794	**Charter School State Capital Outlay**: FSSAT 10.5.3 Fencing; Furnish and install/repair fencing		$ 1,309.16	100%
7400	794	**Charter School State Capital Outlay**: FSSAT 10.6.4 Window Hardening- tint windows to prevent visibility from exterior view		$ 4,000.00	100%
		PARRISH CHARTER ACADEMY			
7400	794	**Charter School State Capital Outlay**: Mass Communications- PA/intercom speakers (3.6.8)		$ 6,305.36	100%

		LWR PREPARATORY ACADEMY			
7400	794	**Charter School State Capital Outlay**: Access controls for entryway doors 10.7.3		$ 6,363.96	100%
		HOLA!			
7400	794	**Charter School State Capital Outlay**: video surveillance equipment/cameras, video equipment installation services 10.7.4 (Security Cameras)		$ 2,894.84	100%
		VISIBLE MEN ACADEMY			
7400	794	**Charter School State Capital Outlay**: Fencing/gates- purchase and installation of chain link fencing/gates, 10.5.5		$ 216.82	100%
		IMAGINE CHARTER SCHOOL AT NORTH MANATEE			
7400	794	**Charter School State Capital Outlay**: Increase video surveillance by installing additional cameras in renovated areas, recreational fields, around auxiliary areas, and on school buses. Upgrade surveillance storage capacity and enhance the capability of the overall monitoring system. FSSAT report, in Sections 6.10.4.1, 6.11A.7.1, 8.2A.9, 8.2B.4, 8.4.2, and 10.7.1.		$ 1,227.12	100%
7400	794	**Charter School State Capital Outlay**: Window and entry hardening. 7.4.1, 10.6.3, 10.6.4		$ 2,000.00	100%
7400	794	**Charter School State Capital Outlay**: Install locks and access control devices on additional doors throughout campus in order to more securely restrict access. FSSAT report in Sections 6.4.3, 7.10.2, 7.11.3, 7.11.4, 8.4.1, 10.6.5, 10.7.3		$ 2,000.00	100%
		NORTH RIVER CHARTER			
7400	794	**Charter School State Capital Outlay:** Mass Communication; Purchase multi-channel 2-way radios- FSSAT 3.6.1, 7.11.3, 7.11.4, 8.4.2, and 10.7.1		832.12	100%
		BRADENTON BAY			
7400	794	Charter School State Capital Outlay: Installation of additional Security cameras. (FSSAT section 3.3.1)		$ 1,588.06	100%
		SDMC- Moody ELEMENTARY			
7420	681	**Capitalized Remodeling and Renovations**: 10.6.3 Entryway Hardening		$ 128,817.47	100%
		SDMC- Nolan MIDDLE SCHOOL			
7420	681	**Capitalized Remodeling and Renovations**: 10.6.3 Entryway Hardening		$ 128,817.47	100%
			D) TOTAL	**$ 323,683.00**	

DOE ATTESTATION (Program and Grants Management)

The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

FLORIDA DEPARTMENT OF EDUCATION
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AGENDA ITEM NO. 11.5

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title

Approval to Apply, Accept and Expend Amendment 5 of the Stronger Connections Grant in the Amount of $46,571.92 (Incoming Federal Grant Funds)

Executive Summary

The purpose of the Stronger Connections Grant (SCG) program is to establish and support safer and healthier learning environments in school communities through the implementation of programs to support safe and healthy students under section 4108 of the Elementary and Secondary Education Act. The School District of Manatee County, FL (SDMC) was awarded 1,500,000.00. The Florida Department of Education has awarded the SDMC an additional $46,571.92 for Technical Assistance/Staff Development to positively impact student attendance. Funding will be utilized for Non-Contracted Hourly and associated benefits for the Professional Learning Conference.

This grant is pending School 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 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

Recommendation

The Superintendent recommends the approval to apply, accept and expend Amendment 5 of the Stronger Connections Grant in the amount of $46,571.92 (Incoming Federal Grant Funds).

Financial Impact

There is no cost to the General Fund.

Contact

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

Attachments:
Stronger Connections Grant Amendment 5

Stronger Connections Grant (SCG)

Local Educational Agency (LEA) Increase Amendment Proposal Form

FDOE Project Number	Enter your three-digit LEA agency number: **410** **-2423A-4CR01**	
LEA Name	School District of Manatee County	
Submitting Contact	**Name:** Latrina Singleton	**Phone:** 941-751-6550
Date Submitted	01/30/2026	

Abstract for Proposed Use of Increase of Funds:

Through the additional allocation, funds will be strategically utilized for Technical Assistance/Staff Development to positively impact student attendance. This will be supported through the previously approved programs outlined in the School District of Manatee County's approved Stronger Connections Grant. “Through the interdepartmental collaboration of the ESE Department, ELL/Dual Language, Curriculum, and Professional Learning the School District of Manatee County will develop and implement strategic professional development, activities, and projects that will enhance instructional practices to support the facets of resiliency to our most fragile students, SWD and ELL. SDMC will enhance elements of the Professional Learning department to ensure all resiliency projects, activities, and training implemented will directly impact the district's ESE and ELL students. To cultivate systemic change in schools, all district leaders, school administrators, teachers, support staff, and stakeholders must utilize the same language to ensure a supportive, healthy, engaging learning environment to improve resiliency and academic achievement.”

$46,571.92 in additional Stronger Connections Grant funds will be added to the Non-Contracted Hourly (NCH) line (Function 6400/Object 120) as well as associated benefits (Function 6400/ Object 210, 220, 240)for the Professional Learning Conference to support the activities listed above. Teachers and staff will be paid at their hourly rate (approximately $40.00 per hour) for a 2-day institute for approximately 6 hours per day, totaling 12 hours.

Estimated Proposed Budget Period Increase (* Total ≤ $46,571.92)

☐ Budget Period 3 (7/25 - 6/26)	
■ Budget Period 4 (7/26 - 9/26)	46,571.92
*** Total**	46,571.92

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: Stronger Connections Grant **TAPS Number:** 24A278		**Project Number (DOE Assigned)** 410-2423A-4CR01

C) Amendment Type	**D) Amendment Request Contact Information**	
☐ Program ☒ Budget **Amendment Number:** _____5_____	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: Singleton21@manateeschools.net

E) Required Signature and Certification

I, Dr. Laurie Breslin, 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.

Laurie Breslin (Jan 28, 2026 15:33:54 EST)	Superintendent	01/28/2026
Signature of Agency Head	Title	Date

F) Narrative

Through the additional allocation, funds will be strategically utilized for Technical Assistance/Staff Development to positively impact student attendance. This will be supported through the previously approved programs outlined in the School District of Manatee County's approved Stronger Connections Grant. $46,571.92 in additional Stronger Connections Grant funds will be added to the Non-Contracted Hourly as well as associated benefits to support the Professional Learning Conference.

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 Count
District/Agency Name

B) 410-2423A-4CR0' /24A278
Project Number/TAPS Number

C) 5
Amendment Number

D) Total Project Amount Currently Approved

$	**1,500,000.00**

E) Total Project Amount resulting from this Budget Amendment

$	**1,546,571.92**

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
6400	120	**Instructional Staff Training Services-**Classroom Teacher: Non Contracted Hourly Professional Learning Conference. 2 day institute, 6 hours per day. 12 hours total. Staff earns hourly rate of approx $40 per hour rate		$ 35,959.19	
6400	210	**Retirement**		$ 5,045.07	
6400	220	**FICA**		$ 2,750.88	
6400	240	**Workers Comp**		$ 359.59	
7200	790	**General Administration (Superintendent's Office)-Indirect Cost**		$ 2,457.19	
		Total	**$ 46,571.92**	**$ -**	

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
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AGENDA ITEM NO. 11.6

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Manatee Technical College (MTC) Dual Enrollment Articulation Agreements for the 2026-2027 School Year (No Net Financial Impact)

Executive Summary
In accordance with Florida Statute 1007.271, each school district is required to establish a Dual Enrollment Articulation Agreement with every participating Charter School, Private School, Home Education/PEP program, and School District of Manatee County student seeking to enroll in dual enrollment courses at Manatee Technical College (MTC).

These agreements outline the specific statutory requirements governing dual enrollment and ensure that all participating students and institutions adhere to state guidelines. The articulation agreements are reviewed and updated annually and submitted to the School District of Manatee County School Board for approval.

A copy of the 2026-2027 MTC Dual Enrollment Articulation Agreements are attached for review.

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 Manatee Technical College (MTC) Dual Enrollment Articulation Agreements for the 2026-2027 school year (No Net Financial Impact).

Financial Impact
Financial impact will be determined by the number of students served and the revenue generated from the Florida Department of Education (No Net Financial Impact).

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

Attachments:
26-27 MTC Charter School DE Articulation Agreement, Board Date 02.24.2026
26-27 MTC Home Education PEP DE Articulation Agreement, Board Date 02.24.2026
26-27 MTC Private School DE Articulation Agreement, Board Date 02.24.2026
26-27 MTC SDMC DE Articulation Agreement, Board Date 02.24.2026

2026-2027

Charter School Dual Enrollment

Articulation Agreement

Between the Charter School
and

Manatee Technical College

THIS AGREEMENT is entered into by and between the Charter School - _____, hereafter referred to as the "Charter", and Manatee Technical College, hereafter referred to as the "College"; and

WHEREAS, Florida Statutes provides that Charter education dual enrollment is a curricular option of elective credits toward earning a Charter school diploma and completing a career certificate program through a district's technical college, and

WHEREAS, Manatee Technical College, a publicly funded postsecondary institution, can provide a variety of high skill, high wage career training program options.

NOW, THEREFORE, BE IT RESOLVED that the Charter and the College agree to the following:

The Charter School Articulation Agreement, pursuant to section S.1007.271, Florida Statutes (F.S.), requires each postsecondary institution to enter into an agreement with each Charter school student seeking enrollment in a dual enrollment course and the student's parents. The following are the minimum components required in the agreement:

A. This agreement supersedes all previous Career Dual Enrollment agreements between the Charter School and the College. Courses and programs available to dually enrolled Charter education students appear in Exhibit "B". Courses and programs may be added, revised, or deleted at any time by the postsecondary institution.

B. The initial and continued eligibility requirements for Charter education student participation, not to exceed those required of other dually enrolled students. The Charter school must:
    1. Provide proof of enrollment in a Charter education program.
    2. Students are responsible for their own transportation to the college. Students are responsible for purchasing the proper uniform for their program. Charter education students are **exempt** from the payment of registration, tuition, and laboratory fees.
    3. Set up a third party to pay for student's expenses for the Charter school.

C. The Florida Department of Education "Statement of Dual Enrollment Transfer Guarantees" is available at: https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf.

D. Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resources that are available to students with disabilities who register for dual enrollment. To receive services, students must disclose their disability and register with the Disability Resource Center. Students in need of disability services must present current documentation of their disability. The Disability Resource Center can be accessed at: https://www.manateetech.edu/admissions/disability-resource-center/.

E. Career dual enrollment is available to all Charter education students meeting the following criteria:
    I. Possess and maintain a minimum 2.0 grade point average (GPA).
    II. Be on-track for high school graduation.
    S.1007.271 (21)(e), F.S.

F. Applications for career dual enrollment will be accepted by the College in the fall and spring semesters for the beginning of the following school year. Students and Parents should refer to the manateetech.edu website for enrollment deadlines, the application process, and other information.

G. All students enrolled in career dual enrollment will meet the Basic Skills Requirements as specified in 6A-10.040, F.A.C, and detailed in Exhibit "A".

H. All career dual enrolled students will have the opportunity to achieve at least one industry certification as part of the career program. Programs are listed in Exhibit "B".

I. Only career preparatory courses contained within the state course numbering system and are part of sequence of courses in a program offered through the College which lead to an industry certification, are part of this agreement. New programs/courses meeting this specification can be added to the agreement at any time by agreement of the chief administrative officers of each party. S.1007.271 (21)(c), F.S.

J. All career dual enrollment courses under this agreement will be weighted equally as Advanced Placement (AP) courses and will count toward high school graduation. S.1007.271 (21)(f). F.S.

K. Students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, laboratory fees, and other fees such as technology fees and parking decal fees associated with the costs of attendance. The Charter School is responsible for student tuition at 2.92 per clock hour, instructional materials, laboratory fees, and other fees such as technology fees and parking decal fees associated with the programs' attendance costs. Students are responsible for purchasing the proper uniform for their program. MTC will provide the necessary tools and equipment to use during the program, which will be returned to MTC upon completion of the program.

L. Transportation is not provided to Career Dual enrollment students.

M. Students participating in the Charter education dual enrollment will be responsible to meet College rules for registration, attendance, and behavior as specified in the College Student Handbook S.1007.271 (21)(m), F.S.

N. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process.

O. The College will report student attendance and grades to the Charter school in compliance with the established District grade reporting procedures and schedule. S.1007.271 (21)(m), F.S.

P. The College shall be responsive to parents' inquiries about their student's performance and progress in the career dual enrollment program.

Q. The College will participate in state statute 6A-6.0577 to ensure that state funding follows the student.

R. The College will follow the Florida Department of Education Statewide articulation agreement https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements.

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives executed, this agreement on the dates written below.

Board Chair	Date
Superintendent	Date
Deputy Superintendent of Instruction	Date
General Counsel	Date

****

To be signed after District approval by Charter School - _____ is entering into this agreement.
(School name)

Charter School Representative - _____
Representative Name, Title Date

Exhibit A – Basic Skills Requirements and Exceptions for Career Dual Enrollment (State Statute 1004.91)

Requirements:

1. All career dual enrollment students will demonstrate preparedness for postsecondary education by completing an entry-level basic skills examination within the first six (6) weeks after admission into the program (State Statute 1004.91).

2. Entrance Testing Exemptions

   A. A student may be exempted from the entrance testing requirements by documenting a passing score on an examination identified in this state statute: https://www.flrules.org/gateway/ruleno.asp?id=6A-10.0315.

   B. Passes a state, national, or industry certification or licensure examination that is identified in the list entitled "Basic Skills and Licensure Exemption List". https://www.fldoe.org/core/fileparse.php/20793/urlt/24-3.pdf.

   C. Documented learning disability and a current individualized education plan (IEP) or 504 plan.

Exhibit B – High School Career Dual Enrollment Programs:

Accounting Operations **Program # B070110**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	OTA0040	Information Technology Assistant	150	1	Microsoft Word – Microsoft Corp.	MAIN
B	ACO0040	Accounting Clerk	300	2	Microsoft Excel, PowerPoint, Outlook – Microsoft Corp.	MAIN
C	ACO0041	Accounting Associate	300	2		MAIN
D	ACO0042	Accounting Assistant	150	1	Intuit QuickBooks Online Certified User, Optional test-Intuit Certified Professional Bookkeeper	MAIN

Advanced Manufacturing **Program # J100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ETI0400	Entry-Level Production Worker	150	1		MAIN
B	ETI0431	Production Quality and Assurance	150	1		MAIN
C	ETI0432	Manufacturing and Production Processes	150	1		MAIN
D	ETI0453	Manufacturing and Production Maintenance	150	1	Certified Solid Works Associate (CSWA) - Solidworks	MAIN

Applied Cybersecurity **Program # Y100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0018	Cybersecurity Associate	600	4	CompTIA Security+ - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0019	Information Security Manager OR	150	1		MAIN
B	CTS0021	Data Security Specialist OR	150	1		MAIN
B	CTS0060	Software Security Specialist OR	150	1		MAIN
B	CTS0085	Web Security Specialist OR	150	1	Certified Internet Web (CIW) Web Security Associate - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0089	Information Security Administrator	150	1		MAIN

Automotive Collision Technology Technician **Program # T401300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	APR0140	Automotive Collision Repair and Refinishing Helper/Assistant	150	1	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
B	APR0141	Automotive Collision Refinishing Technician	450	4	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
C	APR0312	Non-Structural Damage Repair Technician	300	2		MAIN
D	APR0022	Damage Analysis and Estimating	75	.5		MAIN
E	APR0112	Automotive Collision Welding, Cutting and Joining	75	.5		MAIN
F	APR0295	Structural Damage Repair Technician	350	3		MAIN

Building Construction Technologies **Program # 1460401**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	BCV0400	Building Construction Helper	450	3	CORE	MAIN
B	BCV0401	Building Construction Technician 1	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN
B	BCV0402	Building Construction Technician 2	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN

CNC Production Specialist **Program # J200300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0026	CNC Production Technician I	300	2		MAIN
B	PMT0027	CNC Production Technician II	300	2	NIMS Machining Level I - CNC Milling: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	MAIN
					NIMS Machining Level I - CNC Turning: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level1 - CNC Milling: Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level I - CNC Turning: Operations - National Institute for Metalworking Skills (NIMS)	
					HAAS - Basic Lathe Operator - HAAS	
					HAAS Basic Mill Operator - HAAS	

Computer Systems & Information Technology **Program # Y100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0082	Computer Systems Technician	300	2	CompTIA A+ - Computing Technology Industry Association	MAIN
B	CTS0083	Computer Networking Technician	150	1		MAIN
C	CTS0084	Computer Networking Specialist	150	1	CompTIA Network+ - Computing Technology Industry Association	MAIN
D	CTS0069	Computer Security Technician	300	2		MAIN

Computer-Aided Drawing & Modeling **Program # C100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	TDR0301	CAD & Modeling I	450	3	Autodesk Certified Professional - AutoCAD	MAIN
B	TDR0302	CAD & Modeling II	450	3	Certified SolidWorks Associate (CSWA) Certified SolidWorks Professional (CSWP)	MAIN
C	TDR0303 OR	Building Information Modeling CAD Technician* OR	300	2	Autodesk Certified Professional - Inventor or Autodesk Certified Professional – Revit Architecture	MAIN
	TDR0306 OR	Civil/Geographic Information Systems CAD Technician* OR	300	2		MAIN
	TDR0305	Mechanical CAD Technician*	300	2		MAIN

Dental Assistant ATD **Program # H170113**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DEA0725	Introduction to Dental Assisting	90	.5	-	EAST
B	DEA0726	Dental Infection Control Assistant	210	1	-	EAST
C	DEA0727	Dental Assisting 1	465	3	-	EAST
C	DEA0728	Dental Assisting 2	465	3	DANBD001- Dental Assisting National Board	EAST

Diesel Systems Technician **Program # I470605**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DIM0101	Diesel Engine Mechanic/Technician Helper	150	1		MAIN
B	DIM0102	Diesel Electrical and Electronics Technician	300	2	ASE Electrical and Electronic Systems T6 - Automotive Service Excellence (ASE)	MAIN
C	DIM0104	Diesel Engine Technician	300	2	ASSE Medium Heavy Truck Diesel Engines T2 - Automotive Service Excellence (ASE)	MAIN
D	DIM0105	Diesel Brakes Technician	300	2		MAIN

Digital Video Technology **Program # K100400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	RTV0015	Digital Videography	450	3		MAIN
B	RTV0016	Digital Audio-Video Technology	300	2		MAIN
C	RTV0017	Digital Video Direction and Production	150	1	Adobe Premiere Pro 2023 – Adobe Systems	MAIN

Early Childhood Education **Program # V200206**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HEV0870	Childcare Worker 1	150	1	Childcare Facility 30 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN
B	HEV0871	Childcare Worker 2	150	1	Childcare Facility 10 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN

Electrical & Instrumentation Technology 1 **Program # J110100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	J110100	Electrician (Construction)	350	2		MAIN
C	J110100	Instrument Mechanic	300	2		MAIN
B	J110100	Electrician Maintenance	350	2	PMMI, Mechatronics - Packaging Machinery Manufactures Institute PMMI	MAIN

Emergency Medical Technician (EMT) -ATD **Program # W170212**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	EMS0110	Emergency Medical Technician	300	2	Emergency Medical Technician (EMT) - Nat'l Registry of Emergency Medical Tech*	EAST

Please *note that this certification is obtained after completion of the program

Fundamental Food **Program # N100520**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HMV0101	Intro to Food Prep	300	2		MAIN
B	HMV0102	Cooking Methods and Techniques	300	2	Certified Food Protection Manager (ServSafe)- Nat'l Restaurant Assoc.Educational Foundation	MAIN

Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) **Program # C400400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ACR0000	Introduction to HVAC/R	250	1.5	EPA, CPR, First Aid	MAIN
B	ACR0001	HVAC/R Fundamentals	250	1.5	Electrical - HVAC Excellence	MAIN
C	ACR0012	HVAC/R Service Practices	250	1.5	Airflow - HVAC Excellence	MAIN
D	ACR0013	HVAC/R Intermediate Service Practices	250	1.5	Residential A/C - HVAC Excellence	MAIN
E	ACR0044 OR ACR0045	HVAC/R Advanced Service Practices OR HVAC/R Advanced Commercial and Industrial Service Practices	350 OR 350	2	NATE - HVAC Excellence	MAIN

Machining Technologies **Program # J200100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0020	Machinist Helper	300	2		MAIN
B	PMT0022	Machinist Operator	300	2	NIMS Machining Level 1 - Drill Press Skills I	MAIN
B					NIMS Machining Level I - Milling I	
C	PMT0024	Machinist Setup Operator	600	4	NIMS Machining Level I CNC Mill - Programming Setup & Operations	MAIN
C					NIMS Machining Level I CNC Turning - Programming Setup & Operations	
C					NIMS Machining Level I - CNC Mill Operations	
C					NIMS Machining Level I - CNC Lathe Operations	
C					NIMS Machining Level I - Turning Operations (Turning Chucking Skills) (Optional)	
C					NIMS Machining Level I - Grinding I (Optional)	
C					HAAS - Basic Lathe Operator	
C					HAAS Basic Mill Operator	
D	PMT0025	Machinist	300	2		MAIN

Marine Service Technologies **Program # T400210**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	MTE0003	Marine Rigger	300	2		MAIN
B	MTE0090	Outboard Engine Technician	300	2	Yamaha Portable Maintenance, Yamaha Mid-Range Maintenance - Yamaha	MAIN
C	MTE0074	Outboard Engine Diagnostics Technician	150	1		MAIN
D	MTE0092	Inboard Gas Engine Technician	300	2		MAIN
E	MTE0093	Drive Train Technician	150	1	NMEA Marine Electronic Installer, Yamaha Inline Maintenance, Yamaha V-Engine Maintenance - Yamaha	MAIN
F	MTE0056	Inboard Diesel Technician	150	1	ABYC Marine Electrical Technician - Yamaha	MAIN

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	AER0014	Automobile Services Assistor	300	3		MAIN
B	AER0110	Engine Repair Technician	150	1	A1 engine repair - National Institute for Automotive Service Excellence	MAIN
C	AER0257	Automatic Transmission and Transaxle Technician	150	1	A2 Automatic Transmission and Transaxle Technician - National Institute for Automotive Service Excellence	MAIN
D	AER0274	Manual Drivetrain and Axle Technician	150	1	A3 Manual Drivetrain and Axle Technician- National Institute for Automotive Service Excellence	MAIN
E	AER0453	Automobile Suspension and Steering Technician	150	1	A4 Automobile Suspension and Steering Technician - National Institute for Automotive Service Excellence	MAIN
F	AER0418	Automotive Brake System Technician	150	1	A5 Automotive Brake System Technician - National Institute for Automotive Service Excellence	MAIN
G	AER0360	Automotive Electrical/Electronic System Technician	300	2	A6Automotive Electrical/Electronic System Technician - National Institute for Automotive Service Excellence	MAIN
H	AER0172	Automotive Heating and Air Conditioning Technician	150	1	A7 Automotive Heating and Air Conditioning Technician - National Institute for Automotive Service Excellence	MAIN
I	AER 0503	Automotive Engine Performance Technician	300	2	A8 Automotive Engine Performance Technician - National Institute for Automotive Service Excellence	MAIN

Patient Care Technician **Program # H170694**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B	HCP0121	Nurse Aide and Orderly (Articulated)	75	1	Certified Nurse Assistant - Florida Department of Health, Div. of Medical Quality Assurance	EAST
C	HCP0332	Advanced Home Health Aide	50	1		EAST
D	HCP0020	Patient Care Assistant	75	1		EAST
E	HSD0016	Allied Health Assistant	150	1		EAST
F	MEA0580	Advanced Allied Health Assistant	100	.5	Certified Phlebotomy Technician - Florida Department of Health, Div. of Medical Quality Assurance Certified EKG Technician (CET) – National Health Career Association	EAST
G	PRN0094	Patient Care Technician	60	.5		EAST

Pharmacy Technician **Program # HSC0003**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B1	PTN0084	Pharmacy Technician 1	360	2		EAST
B2	PTN0085	Pharmacy Technician 2	300	2		EAST
B3	PTN0086	Pharmacy Technician 3	300	2	PTCB (Pharmacy Technician Certification Board) and NHA ExCPT (National Healthcare Association Exam for Certification of Pharmacy Technician)	EAST

Practical Nursing **Program # 8418400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PRN0098	Practical Nursing Foundations 1	300	2		EAST
B1	PRN0099	Practical Nursing Foundation 2	300	2		EAST
B2	PRN0290	Medical Surgical Nursing 1	300	2		EAST
B3	PRN0291	Medical Surgical Nursing 2	300	2		EAST
B4	PRN0690	Comprehensive Nursing and Transitional Skills	150	1	NCLEX-PN * - Nat'l Council of State Board Nursing	EAST

Please *note that this certification is obtained after completion of the program

2026-2027
Home Education/PEP Dual Enrollment Articulation Agreement

Between the Home Education Student/PEP and their parents
And
Manatee Technical College

THIS AGREEMENT is entered into by and between the Home Education/PEP student and their parents, hereafter referred to as the "Home Education/PEP", and Manatee Technical College, hereafter referred to as the "College"; and

WHEREAS, Florida Statutes provides that Home Education/PEP dual enrollment is a curricular option of elective credits toward earning a home school diploma and completing a career certificate program through a district's technical college, and

WHEREAS, Manatee Technical College, a publicly funded postsecondary institution, can provide a variety of high-skilled, high-wage career training program options.

NOW, THEREFORE, BE IT RESOLVED that Home Education/PEP student and the College agree to the following:

The Home Education/PEP Articulation Agreement, pursuant to section S.1007.271(13)(b), Florida Statutes (F.S.), requires each postsecondary institution to enter into an agreement with each Education/PEP student seeking enrollment in a dual enrollment course and the student's parents. The following are the minimum components required in the agreement:

A. This agreement supersedes all previous career dual enrollment agreements between the Home Education/PEP Student and the postsecondary institution. S. 1007.271 (21) (a), F.S. Courses and programs available to dually enrolled Home Education/PEP students appear in Exhibit "B". Courses and programs may be added, revised, or deleted at any time by the postsecondary institution.

B. The initial and continued eligibility requirements for Home Education/PEP student participation, not to exceed those required of other dually enrolled students. An eligible Home Education/PEP student must:
    1. Provide proof of enrollment in a Home Education/PEP program pursuant to S. 1002.41, F.S.
    2. While there is no grade point average (GPA) requirement to initially enroll, Home Education/PEP students must still present qualifying scores on a common placement test (SAT, ACT, or P.E.R.T.).
    3. The postsecondary institution may also establish a postsecondary grade point average for continued participation.

    To provide comparable dual enrollment programs for home and public school students, the postsecondary institution may require a determination of the Home Education/PEP student student's grade level before entry into the dual enrollment program.

There is no statutory requirement that Home Education/PEP students present a transcript at the time of entry into the dual enrollment program; however, there may be educational benefits for the student in sharing his or her educational background.

C. The Florida Department of Education "Statement of Dual Enrollment Transfer Guarantees" is available at https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf.

D. Section 1007.271(25), F.S. requires that the dual enrollment articulation agreement include services and resources that are available to students with disabilities who register for dual enrollment. To receive services, students must disclose their disability and register with the Disability Resource Center. Students in need of disability services must present current documentation of their disability. The Disability Resource Center can be accessed at https://www.manateetech.edu/admissions/disability-resource-center/.

E. Applications for career dual enrollment will be accepted by the College in the fall and spring semesters for the beginning of the following school year. Students and Parents should refer to the manateetech.edu website for enrollment deadlines, the application process, and other information.

F. All students enrolled in career dual enrollment will meet the Basic Skills Requirements as specified in 6A-10.040, F.A.C, and detailed in Exhibit "A".

G. All career dual-enrolled students will have the opportunity to achieve at least one industry certification as part of the career program. Programs are listed in Exhibit "B".

H. Only career-preparatory courses contained within the state course numbering system and that are part of a sequence of courses in a program offered through the College that lead to an industry certification are part of this agreement. New programs/courses meeting this specification can be added to the agreement at any time by agreement of the chief administrative officers of each party. S.1007.271 (21) (c), F.S.

I. All career dual enrollment courses under this agreement will be weighted equally as Advanced Placement (AP) courses and will count toward high school graduation. S.1007.271 (21)(f). F.S.

J. Students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, laboratory fees, and other fees such as technology fees and parking decal fees associated with the costs of attendance. For Home Education/PEP students, the postsecondary institution is reimbursed by the State of Florida through the Dual Enrollment Scholarship Program pursuant to §§1007.271 and 1009.30, Florida Statutes. Students are responsible for purchasing the proper uniform for their program. MTC will provide the necessary tools and equipment to use during the program, which will be returned to MTC upon completion of the program.

K. Transportation is not provided to Career Dual enrollment students.

L. Students participating in Home Education/PEP dual enrollment will be responsible for meeting College rules for registration, attendance, and behavior as specified in the College Student Handbook. S.1007.271 (21)(K), F.S.

M. The College shall be responsive to parents' inquiries about their student's performance and progress in the Home Education/PEP dual enrollment program.

N. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process.

O. The College will participate in state statute 6A-6.0577 to ensure that state funding follows the student.

P. The college will follow the Florida Department of Education Statewide articulation agreement. https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/.

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives executed, this agreement on the dates written below.

Board Chair	Date
Superintendent	Date
Deputy Superintendent of Instruction	Date
General Counsel	Date

****

To be signed after District approval by Home Education/PEP Parent or Guardian Representative

Representative Name, Title	Date

Exhibit A – Basic Skills Requirements and Exceptions for Career Dual Enrollment (State Statute 1004.91)

Requirements:

1. All career dual enrollment students will demonstrate preparedness for postsecondary education by completing an entry-level basic skills examination within the first six (6) weeks after admission into the program (State Statute 1004.91).

2. Entrance Testing Exemptions

   A. A student may be exempted from the entrance testing requirements by documenting a passing score on an examination identified in this state statute: https://www.flrules.org/gateway/ruleno.asp?id=6A-10.0315.

   B. Passes a state, national, or industry certification or licensure examination that is identified in the list entitled "Basic Skills and Licensure Exemption List". https://www.fldoe.org/core/fileparse.php/20793/urlt/24-3.pdf.

   C. Documented learning disability and a current individualized education plan (IEP) or 504 plan.

Exhibit B – High School Career Dual Enrollment Programs:

Accounting Operations **Program # B070110**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	OTA0040	Information Technology Assistant	150	1	Microsoft Word – Microsoft Corp.	MAIN
B	ACO0040	Accounting Clerk	300	2	Microsoft Excel, PowerPoint, Outlook – Microsoft Corp.	MAIN
C	ACO0041	Accounting Associate	300	2		MAIN
D	ACO0042	Accounting Assistant	150	1	Intuit QuickBooks Online Certified User, Optional test-Intuit Certified Professional Bookkeeper	MAIN

Advanced Manufacturing **Program # J100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ETI0400	Entry-Level Production Worker	150	1		MAIN
B	ETI0431	Production Quality and Assurance	150	1		MAIN
C	ETI0432	Manufacturing and Production Processes	150	1		MAIN
D	ETI0453	Manufacturing and Production Maintenance	150	1	Certified Solid Works Associate (CSWA) - Solidworks	MAIN

Applied Cybersecurity **Program # Y100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0018	Cybersecurity Associate	600	4	CompTIA Security+ - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0019	Information Security Manager OR	150	1		MAIN
B	CTS0021	Data Security Specialist OR	150	1		MAIN
B	CTS0060	Software Security Specialist OR	150	1		MAIN
B	CTS0085	Web Security Specialist OR	150	1	Certified Internet Web (CIW) Web Security Associate - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0089	Information Security Administrator	150	1		MAIN

Automotive Collision Technology Technician **Program # T401300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	APR0140	Automotive Collision Repair and Refinishing Helper/Assistant	150	1	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
B	APR0141	Automotive Collision Refinishing Technician	450	4	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
C	APR0312	Non-Structural Damage Repair Technician	300	2		MAIN
D	APR0022	Damage Analysis and Estimating	75	.5		MAIN
E	APR0112	Automotive Collision Welding, Cutting and Joining	75	.5		MAIN
F	APR0295	Structural Damage Repair Technician	350	3		MAIN

Building Construction Technologies **Program # 1460401**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	BCV0400	Building Construction Helper	450	3	CORE	MAIN
B	BCV0401	Building Construction Technician 1	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN
B	BCV0402	Building Construction Technician 2	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN

CNC Production Specialist **Program # J200300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0026	CNC Production Technician I	300	2		MAIN
B	PMT0027	CNC Production Technician II	300	2	NIMS Machining Level I - CNC Milling: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	MAIN
					NIMS Machining Level I - CNC Turning: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level1 - CNC Milling: Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level I - CNC Turning: Operations - National Institute for Metalworking Skills (NIMS)	
					HAAS - Basic Lathe Operator - HAAS	
					HAAS Basic Mill Operator - HAAS	

Computer Systems & Information Technology **Program # Y100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0082	Computer Systems Technician	300	2	CompTIA A+ - Computing Technology Industry Association	MAIN
B	CTS0083	Computer Networking Technician	150	1		MAIN
C	CTS0084	Computer Networking Specialist	150	1	CompTIA Network+ - Computing Technology Industry Association	MAIN
D	CTS0069	Computer Security Technician	300	2		MAIN

Computer-Aided Drawing & Modeling **Program # C100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	TDR0301	CAD & Modeling I	450	3	Autodesk Certified Professional - AutoCAD	MAIN
B	TDR0302	CAD & Modeling II	450	3	Certified SolidWorks Associate (CSWA) Certified SolidWorks Professional (CSWP)	MAIN
C	TDR0303 OR	Building Information Modeling CAD Technician* OR	300	2	Autodesk Certified Professional - Inventor or Autodesk Certified Professional – Revit Architecture	MAIN
	TDR0306 OR	Civil/Geographic Information Systems CAD Technician* OR	300	2		MAIN
	TDR0305	Mechanical CAD Technician*	300	2		MAIN

Dental Assistant ATD **Program # H170113**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DEA0725	Introduction to Dental Assisting	90	.5	-	EAST
B	DEA0726	Dental Infection Control Assistant	210	1	-	EAST
C	DEA0727	Dental Assisting 1	465	3	-	EAST
C	DEA0728	Dental Assisting 2	465	3	DANBD001- Dental Assisting National Board	EAST

Diesel Systems Technician **Program # I470605**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DIM0101	Diesel Engine Mechanic/Technician Helper	150	1		MAIN
B	DIM0102	Diesel Electrical and Electronics Technician	300	2	ASE Electrical and Electronic Systems T6 - Automotive Service Excellence (ASE)	MAIN
C	DIM0104	Diesel Engine Technician	300	2	ASSE Medium Heavy Truck Diesel Engines T2 - Automotive Service Excellence (ASE)	MAIN
D	DIM0105	Diesel Brakes Technician	300	2		MAIN

Digital Video Technology **Program # K100400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	RTV0015	Digital Videography	450	3		MAIN
B	RTV0016	Digital Audio-Video Technology	300	2		MAIN
C	RTV0017	Digital Video Direction and Production	150	1	Adobe Premiere Pro 2023 – Adobe Systems	MAIN

Early Childhood Education **Program # V200206**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HEV0870	Childcare Worker 1	150	1	Childcare Facility 30 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN
B	HEV0871	Childcare Worker 2	150	1	Childcare Facility 10 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN

Electrical & Instrumentation Technology 1 **Program # J110100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	J110100	Electrician (Construction)	350	2		MAIN
C	J110100	Instrument Mechanic	300	2		MAIN
B	J110100	Electrician Maintenance	350	2	PMMI, Mechatronics - Packaging Machinery Manufactures Institute PMMI	MAIN

Emergency Medical Technician – ATD (EMT) **Program # W170212**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	EMS0110	Emergency Medical Technician	300	2	Emergency Medical Technician (EMT) - Nat'l Registry of Emergency Medical Tech*	EAST

Please *note that this certification is obtained after completion of the program

Fundamental Food **Program # N100520**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HMV0101	Intro to Food Prep	300	2		MAIN
B	HMV0102	Cooking Methods and Techniques	300	2	Certified Food Protection Manager (ServSafe)- Nat'l Restaurant Assoc.Educational Foundation	MAIN

Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) **Program # C400400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ACR0000	Introduction to HVAC/R	250	1.5	EPA, CPR, First Aid	MAIN
B	ACR0001	HVAC/R Fundamentals	250	1.5	Electrical - HVAC Excellence	MAIN
C	ACR0012	HVAC/R Service Practices	250	1.5	Airflow - HVAC Excellence	MAIN
D	ACR0013	HVAC/R Intermediate Service Practices	250	1.5	Residential A/C - HVAC Excellence	MAIN
E	ACR0044 OR ACR0045	HVAC/R Advanced Service Practices (formerly 'Air-Conditioning, Refrigeration and Heating Technician')* OR HVAC/R Advanced Commercial and Industrial Service Practices (formerly 'Refrigeration Mechanic')*	350 OR 350	2	NATE - HVAC Excellence	MAIN

Machining Technologies **Program # J200100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0020	Machinist Helper	300	2		MAIN
B	PMT0022	Machinist Operator	300	2	NIMS Machining Level 1 - Drill Press Skills I	MAIN
B					NIMS Machining Level I - Milling I	
C	PMT0024	Machinist Setup Operator	600	4	NIMS Machining Level I CNC Mill - Programming Setup & Operations	MAIN
C					NIMS Machining Level I CNC Turning - Programming Setup & Operations	
C					NIMS Machining Level I - CNC Mill Operations	
C					NIMS Machining Level I - CNC Lathe Operations	
C					NIMS Machining Level I - Turning Operations (Turning Chucking Skills) (Optional)	
C					NIMS Machining Level I - Grinding I (Optional)	
C					HAAS - Basic Lathe Operator	
C					HAAS Basic Mill Operator	
D	PMT0025	Machinist	300	2		MAIN

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	MTE0003	Marine Rigger	300	2		MAIN
B	MTE0090	Outboard Engine Technician	300	2	Yamaha Portable Maintenance, Yamaha Mid-Range Maintenance - Yamaha	MAIN
C	MTE0074	Outboard Engine Diagnostics Technician	150	1		MAIN
D	MTE0092	Inboard Gas Engine Technician	300	2		MAIN
E	MTE0093	Drive Train Technician	150	1	NMEA Marine Electronic Installer, Yamaha Inline Maintenance, Yamaha V-Engine Maintenance - Yamaha	MAIN
F	MTE0056	Inboard Diesel Technician	150	1	ABYC Marine Electrical Technician - Yamaha	MAIN

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	AER0014	Automobile Services Assistor	300	3		MAIN
B	AER0110	Engine Repair Technician	150	1	A1 engine repair - National Institute for Automotive Service Excellence	MAIN
C	AER0257	Automatic Transmission and Transaxle Technician	150	1	A2 Automatic Transmission and Transaxle Technician - National Institute for Automotive Service Excellence	MAIN
D	AER0274	Manual Drivetrain and Axle Technician	150	1	A3 Manual Drivetrain and Axle Technician- National Institute for Automotive Service Excellence	MAIN
E	AER0453	Automobile Suspension and Steering Technician	150	1	A4 Automobile Suspension and Steering Technician - National Institute for Automotive Service Excellence	MAIN
F	AER0418	Automotive Brake System Technician	150	1	A5 Automotive Brake System Technician - National Institute for Automotive Service Excellence	MAIN
G	AER0360	Automotive Electrical/Electronic System Technician	300	2	A6Automotive Electrical/Electronic System Technician - National Institute for Automotive Service Excellence	MAIN
H	AER0172	Automotive Heating and Air Conditioning Technician	150	1	A7 Automotive Heating and Air Conditioning Technician - National Institute for Automotive Service Excellence	MAIN
I	AER 0503	Automotive Engine Performance Technician	300	2	A8 Automotive Engine Performance Technician - National Institute for Automotive Service Excellence	MAIN

Patient Care Technician **Program # H170694**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B	HCP0121	Nurse Aide and Orderly (Articulated)	75	1	Certified Nurse Assistant - Florida Department of Health, Div. of Medical Quality Assurance	EAST
C	HCP0332	Advanced Home Health Aide	50	1		EAST
D	HCP0020	Patient Care Assistant	75	1		EAST
E	HSD0016	Allied Health Assistant	150	1		EAST
F	MEA0580	Advanced Allied Health Assistant	100	.5	Certified Phlebotomy Technician - Florida Department of Health, Div. of Medical Quality Assurance Certified EKG Technician (CET) – National Health Career Association	EAST
G	PRN0094	Patient Care Technician	60	.5		EAST

Pharmacy Technician **Program # HSC0003**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B1	PTN0084	Pharmacy Technician 1	360	2		EAST
B2	PTN0085	Pharmacy Technician 2	300	2		EAST
B3	PTN0086	Pharmacy Technician 3	300	2	PTCB (Pharmacy Technician Certification Board) and NHA ExCPT (National Healthcare Association Exam for Certification of Pharmacy Technician)	EAST

Practical Nursing **Program # 8418400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PRN0098	Practical Nursing Foundations 1	300	2		EAST
B1	PRN0099	Practical Nursing Foundation 2	300	2		EAST
B2	PRN0290	Medical Surgical Nursing 1	300	2		EAST
B3	PRN0291	Medical Surgical Nursing 2	300	2		EAST
B4	PRN0690	Comprehensive Nursing and Transitional Skills	150	1	NCLEX-PN * - Nat'l Council of State Board Nursing	EAST

Please** ***note that this certification is obtained after completion of the program

2026-2027

Private School Dual Enrollment

Articulation Agreement

Between the Private School
and

Manatee Technical College

THIS AGREEMENT is entered into by and between the Private School, _____, hereafter referred to as the "Private", and Manatee Technical College, hereafter referred to as the "College"; and

WHEREAS, Florida Statutes provides that Private education dual enrollment is a curricular option of elective credits toward earning a private school diploma and completing a career certificate program through a district's technical college, and

WHEREAS, Manatee Technical College, a publicly funded postsecondary institution, can provide a variety of high skill, high wage career training program options.

NOW, THEREFORE, BE IT RESOLVED that the Private and the College agree to the following:

The Private School Articulation Agreement, pursuant to section S.1007.271, Florida Statutes (F.S.), requires each postsecondary institution to enter into an agreement with each Private school student seeking enrollment in a dual enrollment course and the student's parents. The following are the minimum components required in the agreement:

A. This agreement supersedes all previous Career Dual Enrollment agreements between the Private School and the College. Courses and programs available to dually enrolled Private education students appear in Exhibit "B". Courses and programs may be added, revised, or deleted at any time by the postsecondary institution.

B. The initial and continued eligibility requirements for Private education student participation, not to exceed those required of other dually enrolled students. The Private school must:
    1. Provide proof of enrollment in a private education program.
    2. Students are responsible for their own transportation to the college. Students are responsible for purchasing the proper uniform for their program. Private education students are **exempt** from the payment of registration, tuition, and laboratory fees.
    3. Set up a third-party payment for the student's expenses for the Private school.

C. The Florida Department of Education "Statement of Dual Enrollment Transfer Guarantees" is available at: https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf.

D. Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resources that are available to students with disabilities who register for dual enrollment. To receive services, students must disclose their disability and register with the Disability Resource Center. Students in need of disability services must present current documentation of their disability. The Disability Resource Center can be accessed at https://www.manateetech.edu/admissions/disability-resource-center/.

E. Career dual enrollment is available to all Private education students meeting the following criteria:
    I. Possess and maintain a minimum 2.0 grade point average (GPA).
    II. Be on track for high school graduation.
    S.1007.271 (21)(e), F.S.

F. Applications for career dual enrollment will be accepted by the College in fall and spring semesters for the beginning of the following school year. Students and Parents should refer to the manateetech.edu website for enrollment deadlines, the application process, and other information.

G. All students enrolled in career dual enrollment will meet the Basic Skills Requirements as specified in 6A-10.040, F.A.C, and detailed in Exhibit "A".

H. All career dual-enrolled students will have the opportunity to achieve at least one industry certification as part of the career program. Programs are listed in Exhibit "B".

I. Only career preparatory courses contained within the state course numbering system and are part of sequence of courses in a program offered through the College which lead to an industry certification, are part of this agreement. New programs/courses meeting this specification can be added to the agreement at any time by agreement of the chief administrative officers of each party. S.1007.271 (21)(c), F.S.

J. All career dual enrollment courses under this agreement will be weighted equally as Advanced Placement (AP) courses and will count toward high school graduation. S.1007.271 (21)(f). F.S.

K. Students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, laboratory fees, and other fees such as technology fees and parking decal fees associated with the costs of attendance. The Private School is responsible for student tuition at 2.92 per clock hour, instructional materials, laboratory fees, and other fees, such as technology and parking decal fees, associated with the programs' attendance costs. Students are responsible for purchasing the proper uniform for their program. If the Private School cannot cover the cost of the necessary tools and equipment for the selected program, MTC will provide the necessary tools and equipment to use during the program, which will be returned to MTC upon completion of the program.

L. Transportation is not provided to Career Dual enrollment students.

M. Students participating in Private education dual enrollment will be responsible to meet College rules for registration, attendance, and behavior as specified in the College Student Handbook. S.1007.271 (21)(m), F.S.

N. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process.

O. The College will report student attendance and grades to the Private school in compliance with the established District grade reporting procedures and schedule. S.1007.271 (21)(m), F.S.

P. The College shall be responsive to parent inquiries of their student performance and progress in the career dual enrollment program.

Q. The College will participate in state statute 6A-6.0577 to ensure that state funding follows the student.

R. The College will follow the Florida Department of Education Statewide articulation agreement https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements.

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives executed, this agreement on the dates written below.

_____

Board Chair Date

_____

Superintendent Date

_____

Deputy Superintendent of Instruction Date

_____

General Counsel Date

****

To be signed after District approval by Private School - _____ is entering into this agreement.
(School name)

Private School Representative - _____
Representative Name, Title Date

Exhibit A – Basic Skills Requirements and Exceptions for Career Dual Enrollment (State Statute 1004.91)

Requirements:

1. All career dual enrollment students will demonstrate preparedness for postsecondary education by completing an entry-level basic skills examination within the first six (6) weeks after admission into the program (State Statute 1004.91).

2. Entrance Testing Exemptions

   A. A student may be exempted from the entrance testing requirements by documenting a passing score on an examination identified in this state statute: https://www.flrules.org/gateway/ruleno.asp?id=6A-10.0315.

   B. Passes a state, national, or industry certification or licensure examination that is identified in the list entitled "Basic Skills and Licensure Exemption List". https://www.fldoe.org/core/fileparse.php/20793/urlt/24-3.pdf.

   C. Documented learning disability and a current individualized education plan (IEP) or 504 plan.

Exhibit B – High School Career Dual Enrollment Programs:

Accounting Operations **Program # B070110**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	OTA0040	Information Technology Assistant	150	1	Microsoft Word – Microsoft Corp.	MAIN
B	ACO0040	Accounting Clerk	300	2	Microsoft Excel, PowerPoint, Outlook – Microsoft Corp.	MAIN
C	ACO0041	Accounting Associate	300	2		MAIN
D	ACO0042	Accounting Assistant	150	1	Intuit QuickBooks Online Certified User, Optional test-Intuit Certified Professional Bookkeeper	MAIN

Advanced Manufacturing **Program # J100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ETI0400	Entry-Level Production Worker	150	1		MAIN
B	ETI0431	Production Quality and Assurance	150	1		MAIN
C	ETI0432	Manufacturing and Production Processes	150	1		MAIN
D	ETI0453	Manufacturing and Production Maintenance	150	1	Certified Solid Works Associate (CSWA) - Solidworks	MAIN

Applied Cybersecurity **Program # Y100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0018	Cybersecurity Associate	600	4	CompTIA Security+ - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0019	Information Security Manager OR	150	1		MAIN
B	CTS0021	Data Security Specialist OR	150	1		MAIN
B	CTS0060	Software Security Specialist OR	150	1		MAIN
B	CTS0085	Web Security Specialist OR	150	1	Certified Internet Web (CIW) Web Security Associate - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0089	Information Security Administrator	150	1		MAIN

Automotive Collision Technology Technician **Program # T401300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	APR0140	Automotive Collision Repair and Refinishing Helper/Assistant	150	1	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
B	APR0141	Automotive Collision Refinishing Technician	450	4	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
C	APR0312	Non-Structural Damage Repair Technician	300	2		MAIN
D	APR0022	Damage Analysis and Estimating	75	.5		MAIN
E	APR0112	Automotive Collision Welding, Cutting and Joining	75	.5		MAIN
F	APR0295	Structural Damage Repair Technician	350	3		MAIN

Building Construction Technologies **Program # 1460401**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	BCV0400	Building Construction Helper	450	3	CORE	MAIN
B	BCV0401	Building Construction Technician 1	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN
B	BCV0402	Building Construction Technician 2	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN

CNC Production Specialist **Program # J200300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0026	CNC Production Technician I	300	2		MAIN
B	PMT0027	CNC Production Technician II	300	2	NIMS Machining Level I - CNC Milling: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	MAIN
					NIMS Machining Level I - CNC Turning: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level1 - CNC Milling: Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level I - CNC Turning: Operations - National Institute for Metalworking Skills (NIMS)	
					HAAS - Basic Lathe Operator - HAAS	
					HAAS Basic Mill Operator - HAAS	

Computer Systems & Information Technology **Program # Y100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0082	Computer Systems Technician	300	2	CompTIA A+ - Computing Technology Industry Association	MAIN
B	CTS0083	Computer Networking Technician	150	1		MAIN
C	CTS0084	Computer Networking Specialist	150	1	CompTIA Network+ - Computing Technology Industry Association	MAIN
D	CTS0069	Computer Security Technician	300	2		MAIN

Computer-Aided Drawing & Modeling **Program # C100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	TDR0301	CAD & Modeling I	450	3	Autodesk Certified Professional - AutoCAD	MAIN
B	TDR0302	CAD & Modeling II	450	3	Certified SolidWorks Associate (CSWA) Certified SolidWorks Professional (CSWP)	MAIN
C	TDR0303 OR	Building Information Modeling CAD Technician* OR	300	2	Autodesk Certified Professional - Inventor or Autodesk Certified Professional – Revit Architecture	MAIN
	TDR0306 OR	Civil/Geographic Information Systems CAD Technician* OR	300	2		MAIN
	TDR0305	Mechanical CAD Technician*	300	2		MAIN

Dental Assistant ATD **Program # H170113**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DEA0725	Introduction to Dental Assisting	90	.5	-	EAST
B	DEA0726	Dental Infection Control Assistant	210	1	-	EAST
C	DEA0727	Dental Assisting 1	465	3	-	EAST
C	DEA0728	Dental Assisting 2	465	3	DANBD001- Dental Assisting National Board	EAST

Diesel Systems Technician **Program # I470605**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DIM0101	Diesel Engine Mechanic/Technician Helper	150	1		MAIN
B	DIM0102	Diesel Electrical and Electronics Technician	300	2	ASE Electrical and Electronic Systems T6 - Automotive Service Excellence (ASE)	MAIN
C	DIM0104	Diesel Engine Technician	300	2	ASSE Medium Heavy Truck Diesel Engines T2 - Automotive Service Excellence (ASE)	MAIN
D	DIM0105	Diesel Brakes Technician	300	2		MAIN

Digital Video Technology **Program # K100400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	RTV0015	Digital Videography	450	3		MAIN
B	RTV0016	Digital Audio-Video Technology	300	2		MAIN
C	RTV0017	Digital Video Direction and Production	150	1	Adobe Premiere Pro 2023 – Adobe Systems	MAIN

Early Childhood Education **Program # V200206**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HEV0870	Childcare Worker 1	150	1	Childcare Facility 30 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN
B	HEV0871	Childcare Worker 2	150	1	Childcare Facility 10 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN

Electrical & Instrumentation Technology 1 **Program # J110100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	J110100	Electrician (Construction)	350	2		MAIN
C	J110100	Instrument Mechanic	300	2		MAIN
B	J110100	Electrician Maintenance	350	2	PMMI, Mechatronics - Packaging Machinery Manufactures Institute PMMI	MAIN

Emergency Medical Technician – ATD (EMT) **Program # W170212**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	EMS0110	Emergency Medical Technician	300	2	Emergency Medical Technician (EMT) - Nat'l Registry of Emergency Medical Tech*	EAST

Please *note that this certification is obtained after completion of the program

Fundamental Food **Program # N100520**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HMV0101	Intro to Food Prep	300	2		MAIN
B	HMV0102	Cooking Methods and Techniques	300	2	Certified Food Protection Manager (ServSafe)- Nat'l Restaurant Assoc.Educational Foundation	MAIN

Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) **Program # C400400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ACR0000	Introduction to HVAC/R	250	1.5	EPA, CPR, First Aid	MAIN
B	ACR0001	HVAC/R Fundamentals	250	1.5	Electrical - HVAC Excellence	MAIN
C	ACR0012	HVAC/R Service Practices	250	1.5	Airflow - HVAC Excellence	MAIN
D	ACR0013	HVAC/R Intermediate Service Practices	250	1.5	Residential A/C - HVAC Excellence	MAIN
E	ACR0044 OR ACR0045	HVAC/R Advanced Service Practices (formerly 'Air-Conditioning, Refrigeration and Heating Technician')* OR HVAC/R Advanced Commercial and Industrial Service Practices (formerly 'Refrigeration Mechanic')*	350 OR 350	2	NATE - HVAC Excellence	MAIN

Machining Technologies **Program # J200100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0020	Machinist Helper	300	2		MAIN
B	PMT0022	Machinist Operator	300	2	NIMS Machining Level 1 - Drill Press Skills I	MAIN
B					NIMS Machining Level I - Milling I	
C	PMT0024	Machinist Setup Operator	600	4	NIMS Machining Level I CNC Mill - Programming Setup & Operations	MAIN
C					NIMS Machining Level I CNC Turning - Programming Setup & Operations	
C					NIMS Machining Level I - CNC Mill Operations	
C					NIMS Machining Level I - CNC Lathe Operations	
C					NIMS Machining Level I - Turning Operations (Turning Chucking Skills) (Optional)	
C					NIMS Machining Level I - Grinding I (Optional)	
C					HAAS - Basic Lathe Operator	
C					HAAS Basic Mill Operator	
D	PMT0025	Machinist	300	2		MAIN

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	MTE0003	Marine Rigger	300	2		MAIN
B	MTE0090	Outboard Engine Technician	300	2	Yamaha Portable Maintenance, Yamaha Mid-Range Maintenance - Yamaha	MAIN
C	MTE0074	Outboard Engine Diagnostics Technician	150	1		MAIN
D	MTE0092	Inboard Gas Engine Technician	300	2		MAIN
E	MTE0093	Drive Train Technician	150	1	NMEA Marine Electronic Installer, Yamaha Inline Maintenance, Yamaha V-Engine Maintenance - Yamaha	MAIN
F	MTE0056	Inboard Diesel Technician	150	1	ABYC Marine Electrical Technician - Yamaha	MAIN

Master Automotive Service Technology **Program # 1470608**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	AER0014	Automobile Services Assistor	300	3		MAIN
B	AER0110	Engine Repair Technician	150	1	A1 engine repair - National Institute for Automotive Service Excellence	MAIN
C	AER0257	Automatic Transmission and Transaxle Technician	150	1	A2 Automatic Transmission and Transaxle Technician - National Institute for Automotive Service Excellence	MAIN
D	AER0274	Manual Drivetrain and Axle Technician	150	1	A3 Manual Drivetrain and Axle Technician- National Institute for Automotive Service Excellence	MAIN
E	AER0453	Automobile Suspension and Steering Technician	150	1	A4 Automobile Suspension and Steering Technician - National Institute for Automotive Service Excellence	MAIN
F	AER0418	Automotive Brake System Technician	150	1	A5 Automotive Brake System Technician - National Institute for Automotive Service Excellence	MAIN
G	AER0360	Automotive Electrical/Electronic System Technician	300	2	A6Automotive Electrical/Electronic System Technician - National Institute for Automotive Service Excellence	MAIN
H	AER0172	Automotive Heating and Air Conditioning Technician	150	1	A7 Automotive Heating and Air Conditioning Technician - National Institute for Automotive Service Excellence	MAIN
I	AER 0503	Automotive Engine Performance Technician	300	2	A8 Automotive Engine Performance Technician - National Institute for Automotive Service Excellence	MAIN

Patient Care Technician **Program # H170694**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B	HCP0121	Nurse Aide and Orderly (Articulated)	75	1	Certified Nurse Assistant - Florida Department of Health, Div. of Medical Quality Assurance	EAST
C	HCP0332	Advanced Home Health Aide	50	1		EAST
D	HCP0020	Patient Care Assistant	75	1		EAST
E	HSD0016	Allied Health Assistant	150	1		EAST
F	MEA0580	Advanced Allied Health Assistant	100	.5	Certified Phlebotomy Technician - Florida Department of Health, Div. of Medical Quality Assurance Certified EKG Technician (CET) – National Health Career Association	EAST
G	PRN0094	Patient Care Technician	60	.5		EAST

Pharmacy Technician **Program # HSC0003**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B1	PTN0084	Pharmacy Technician 1	360	2		EAST
B2	PTN0085	Pharmacy Technician 2	300	2		EAST
B3	PTN0086	Pharmacy Technician 3	300	2	PTCB (Pharmacy Technician Certification Board) and NHA ExCPT (National Healthcare Association Exam for Certification of Pharmacy Technician)	EAST

Practical Nursing **Program # 8418400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PRN0098	Practical Nursing Foundations 1	300	2		EAST
B1	PRN0099	Practical Nursing Foundation 2	300	2		EAST
B2	PRN0290	Medical Surgical Nursing 1	300	2		EAST
B3	PRN0291	Medical Surgical Nursing 2	300	2		EAST
B4	PRN0690	Comprehensive Nursing and Transitional Skills	150	1	NCLEX-PN * - Nat'l Council of State Board Nursing	EAST

Please *note that this certification is obtained after completion of the program

2026-2027

Career Dual Enrollment

Articulation Agreement

Between the School District of Manatee County

and

Manatee Technical College

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into by and between the School District of Manatee County, Florida, hereafter referred to as the "District", and Manatee Technical College, hereafter referred to as the "College" and

WHEREAS, Florida Statutes Section 1007.271 provides that career dual enrollment is a curricular option of elective credits toward earning a high school diploma and completing a career certificate program through a school district's technical college and

WHEREAS, the District wishes to enhance opportunities for high school graduates to identify and set clear career and postsecondary education goals before high school graduation and

WHEREAS, Manatee Technical College, a publicly funded postsecondary institution, can provide a variety of high-skilled, high-wage career training program options, and

Meanwhile, the district and college accept the challenge of ensuring that every Manatee County high school graduate has a defined pathway to a career and postsecondary education.

NOW, THEREFORE, BE IT RESOLVED that the District and the College agree to the following:

A. This Agreement supersedes all previous career dual enrollment agreements between the District and College. S.1007.271 (21)(a), F.S. Courses and programs available to dually enrolled School District of Manatee County High School students appear in Exhibit "B". Courses and programs may be added, revised, or deleted at any time by the postsecondary institution.

B. Career dual enrollment is available to all School District of Manatee County high school students meeting the following minimum criteria:
   I. Possess and maintain a minimum 2.0 grade point average (GPA).
   II. Be on-track for high school graduation (S.1007.271 (21)(e), F.S.).
   III. Passed all state-required assessments for graduation.

C. The Florida Department of Education "Statement of Dual Enrollment Transfer Guarantees" is available at: https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf.

D. Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement includes services and resources that are available to students with disabilities who register for dual enrollment. To receive services, students must disclose their disability and register with the Disability Resource Center. Students in need of disability services must present current documentation of their disability. The Disability Resource Center can be accessed at: https://www.manateetech.edu/admissions/disability-resource-center/.

E. The College will notify students and parents of the career dual enrollment opportunity through career and postsecondary education awareness activities in District high schools. Interested students will complete a career dual enrollment application and can "tour" a college program(s) of interest with their parents.

F. Applications for career dual enrollment will be accepted by the College in the fall and spring semesters for the beginning of the following school year. Students and Parents should refer to the manateetech.edu website for enrollment deadlines, the application process, and other information.

G. All students enrolled in career dual enrollment will meet the Basic Skills Requirements as specified in 6A-10.040, F.A.C, and detailed in Exhibit "A".

H. All career dual enrolled students will have the opportunity to achieve at least one industry certification as part of the career program. Programs are listed in Exhibit "B".

I. Only career preparatory courses contained within the state course numbering system and are part of a sequence of courses in a program offered through the College that lead to an industry certification are part of this Agreement. New programs/courses meeting this specification can be added to the agreement at any time by agreement of the chief administrative officers of each party. S.1007.271 (21)(c), F.S.

J. All career dual enrollment courses under this Agreement will be weighted equally as Advanced Placement (AP) courses and will count toward high school graduation. S.1007.271 (21)(f). F.S.

K. Transportation is not provided to Career Dual enrollment students.

L. Students participating in career dual enrollment are **exempt** from the payment of registration, tuition, instructional materials, laboratory fees, and other fees such as technology fees and parking decal fees associated with the costs of attendance. Students are responsible for purchasing the proper uniform for their program. MTC will provide the necessary tools and equipment for use during the program, which will be returned to MTC upon completion of the program.

M. Students participating in career dual enrollment will be responsible for meeting the College rules for registration, attendance, and behavior as specified in the College Student Handbook. S.1007.271 (21)(K), F.S.

N. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process.

O. The College will report student attendance and grades to the home high school in compliance with the established District grade reporting procedures and schedule. S.1007.271 (21)(m), F.S.

P. The District will ensure all career dual enrollment students will meet the College requirements for admission. The District and College will collaborate to monitor and maintain individual students' performance in high school and career courses. S.1007.271 (21)(l), F.S.

Q. The College shall be responsive to parent inquiries of their student performance and progress in the career dual enrollment program.

R. The College will participate in state statute 6A-6.0577 to ensure that state funding follows the student.

S. The College will follow the Florida Department of Education Statewide articulation agreement https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements.

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives execute, this agreement on the dates written below.

Board Chair	Date
Superintendent	Date
Deputy Superintendent for Curriculum and Instruction	Date
General Counsel	Date

Exhibit A – Basic Skills Requirements and Exceptions for Career Dual Enrollment (State Statute 1004.91)

Requirements:

1. All career dual enrollment students will demonstrate preparedness for postsecondary education by completing an entry-level basic skills examination within the first six (6) weeks after admission into the program (State Statute 1004.91).

2. Entrance Testing Exemptions

   A. A student may be exempted from the entrance testing requirements by documenting a passing score on an examination identified in this state statute: https://www.flrules.org/gateway/ruleno.asp?id=6A-10.0315.

   B. Passes a state, national, or industry certification or licensure examination that is identified in the list entitled "Basic Skills and Licensure Exemption List". https://www.fldoe.org/core/fileparse.php/20793/urlt/24-3.pdf.

   C. Documented learning disability and a current individualized education plan (IEP) or 504 plan.

Exhibit B – High School Career Dual Enrollment Programs:

Accounting Operations **Program # B070110**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	OTA0040	Information Technology Assistant	150	1	Microsoft Word – Microsoft Corp.	MAIN
B	ACO0040	Accounting Clerk	300	2	Microsoft Excel, PowerPoint, Outlook – Microsoft Corp.	MAIN
C	ACO0041	Accounting Associate	300	2		MAIN
D	ACO0042	Accounting Assistant	150	1	Intuit QuickBooks Online Certified User, Optional test-Intuit Certified Professional Bookkeeper	MAIN

Advanced Manufacturing **Program # J100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ETI0400	Entry-Level Production Worker	150	1		MAIN
B	ETI0431	Production Quality and Assurance	150	1		MAIN
C	ETI0432	Manufacturing and Production Processes	150	1		MAIN
D	ETI0453	Manufacturing and Production Maintenance	150	1	Certified Solid Works Associate (CSWA) - Solidworks	MAIN

Applied Cybersecurity **Program # Y100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0018	Cybersecurity Associate	600	4	CompTIA Security+ - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0019	Information Security Manager OR	150	1		MAIN
B	CTS0021	Data Security Specialist OR	150	1		MAIN
B	CTS0060	Software Security Specialist OR	150	1		MAIN
B	CTS0085	Web Security Specialist OR	150	1	Certified Internet Web (CIW) Web Security Associate - Computing Tech. Industry Assoc. (CompTIA)	MAIN
B	CTS0089	Information Security Administrator	150	1		MAIN

Automotive Collision Technology Technician **Program # T401300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	APR0140	Automotive Collision Repair and Refinishing Helper/Assistant	150	1	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
B	APR0141	Automotive Collision Refinishing Technician	450	4	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2) - National Institute for Automotive Service Excellence	MAIN
C	APR0312	Non-Structural Damage Repair Technician	300	2		MAIN
D	APR0022	Damage Analysis and Estimating	75	.5		MAIN
E	APR0112	Automotive Collision Welding, Cutting and Joining	75	.5		MAIN
F	APR0295	Structural Damage Repair Technician	350	3		MAIN

Building Construction Technologies **Program # 1460401**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	BCV0400	Building Construction Helper	450	3	CORE	MAIN
B	BCV0401	Building Construction Technician 1	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN
B	BCV0402	Building Construction Technician 2	300	2	NCCER Construction Technology (Postsecondary) - National Center for Construction Education & Research	MAIN

CNC Production Specialist **Program # J200300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0026	CNC Production Technician I	300	2		MAIN
B	PMT0027	CNC Production Technician II	300	2	NIMS Machining Level I - CNC Milling: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	MAIN
					NIMS Machining Level I - CNC Turning: Programming Setup & Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level1 - CNC Milling: Operations - National Institute for Metalworking Skills (NIMS)	
					NIMS Machining Level I - CNC Turning: Operations - National Institute for Metalworking Skills (NIMS)	
					HAAS - Basic Lathe Operator - HAAS	
					HAAS Basic Mill Operator - HAAS	

Computer Systems & Information Technology **Program # Y100200**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	CTS0082	Computer Systems Technician	300	2	CompTIA A+ - Computing Technology Industry Association	MAIN
B	CTS0083	Computer Networking Technician	150	1		MAIN
C	CTS0084	Computer Networking Specialist	150	1	CompTIA Network+ - Computing Technology Industry Association	MAIN
D	CTS0069	Computer Security Technician	300	2		MAIN

Computer-Aided Drawing & Modeling **Program # C100300**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	TDR0301	CAD & Modeling I	450	3	Autodesk Certified Professional - AutoCAD	MAIN
B	TDR0302	CAD & Modeling II	450	3	Certified SolidWorks Associate (CSWA) Certified SolidWorks Professional (CSWP)	MAIN
C	TDR0303 OR	Building Information Modeling CAD Technician* OR	300	2	Autodesk Certified Professional - Inventor or Autodesk Certified Professional – Revit Architecture	MAIN
	TDR0306 OR	Civil/Geographic Information Systems CAD Technician* OR	300	2		MAIN
	TDR0305	Mechanical CAD Technician*	300	2		MAIN

Dental Assistant ATD **Program # H170113**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DEA0725	Introduction to Dental Assisting	90	.5	-	EAST
B	DEA0726	Dental Infection Control Assistant	210	1	-	EAST
C	DEA0727	Dental Assisting 1	465	3	-	EAST
C	DEA0728	Dental Assisting 2	465	3	DANBD001- Dental Assisting National Board	EAST

Diesel Systems Technician **Program # I470605**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	DIM0101	Diesel Engine Mechanic/Technician Helper	150	1		MAIN
B	DIM0102	Diesel Electrical and Electronics Technician	300	2	ASE Electrical and Electronic Systems T6 - Automotive Service Excellence (ASE)	MAIN
C	DIM0104	Diesel Engine Technician	300	2	ASSE Medium Heavy Truck Diesel Engines T2 - Automotive Service Excellence (ASE)	MAIN
D	DIM0105	Diesel Brakes Technician	300	2		MAIN

Digital Video Technology **Program # K100400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	RTV0015	Digital Videography	450	3		MAIN
B	RTV0016	Digital Audio-Video Technology	300	2		MAIN
C	RTV0017	Digital Video Direction and Production	150	1	Adobe Premiere Pro 2023 – Adobe Systems	MAIN

Early Childhood Education **Program # V200206**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HEV0870	Childcare Worker 1	150	1	Childcare Facility 30 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN
B	HEV0871	Childcare Worker 2	150	1	Childcare Facility 10 Hour Training - Florida Department of Children and Families, Child Care Services	MAIN

Electrical & Instrumentation Technology 1 **Program # J110100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	J110100	Electrician (Construction)	350	2		MAIN
C	J110100	Instrument Mechanic	300	2		MAIN
B	J110100	Electrician Maintenance	350	2	PMMI, Mechatronics - Packaging Machinery Manufactures Institute PMMI	MAIN

Emergency Medical Technician – ATD (EMT) **Program # W170212**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	EMS0110	Emergency Medical Technician	300	2	Emergency Medical Technician (EMT) - Nat'l Registry of Emergency Medical Tech*	EAST

Please *note that this certification is obtained after completion of the program

Fundamental Food **Program # N100520**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HMV0101	Intro to Food Prep	300	2		MAIN
B	HMV0102	Cooking Methods and Techniques	300	2	Certified Food Protection Manager (ServSafe)- Nat'l Restaurant Assoc.Educational Foundation	MAIN

Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) **Program # C400400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	ACR0000	Introduction to HVAC/R	250	1.5	EPA, CPR, First Aid	MAIN
B	ACR0001	HVAC/R Fundamentals	250	1.5	Electrical - HVAC Excellence	MAIN
C	ACR0012	HVAC/R Service Practices	250	1.5	Airflow - HVAC Excellence	MAIN
D	ACR0013	HVAC/R Intermediate Service Practices	250	1.5	Residential A/C - HVAC Excellence	MAIN
E	ACR0044 OR ACR0045	HVAC/R Advanced Service Practices (formerly 'Air-Conditioning, Refrigeration and Heating Technician')* OR HVAC/R Advanced Commercial and Industrial Service Practices (formerly 'Refrigeration Mechanic')*	350 OR 350	2	NATE - HVAC Excellence	MAIN

Machining Technologies **Program # J200100**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PMT0020	Machinist Helper	300	2		MAIN
B	PMT0022	Machinist Operator	300	2	NIMS Machining Level 1 - Drill Press Skills I	MAIN
B					NIMS Machining Level I - Milling I	
C	PMT0024	Machinist Setup Operator	600	4	NIMS Machining Level I CNC Mill - Programming Setup & Operations	MAIN
C					NIMS Machining Level I CNC Turning - Programming Setup & Operations	
C					NIMS Machining Level I - CNC Mill Operations	
C					NIMS Machining Level I - CNC Lathe Operations	
C					NIMS Machining Level I - Turning Operations (Turning Chucking Skills) (Optional)	
C					NIMS Machining Level I - Grinding I (Optional)	
C					HAAS - Basic Lathe Operator	
C					HAAS Basic Mill Operator	
D	PMT0025	Machinist	300	2		MAIN

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	MTE0003	Marine Rigger	300	2		MAIN
B	MTE0090	Outboard Engine Technician	300	2	Yamaha Portable Maintenance, Yamaha Mid-Range Maintenance - Yamaha	MAIN
C	MTE0074	Outboard Engine Diagnostics Technician	150	1		MAIN
D	MTE0092	Inboard Gas Engine Technician	300	2		MAIN
E	MTE0093	Drive Train Technician	150	1	NMEA Marine Electronic Installer, Yamaha Inline Maintenance, Yamaha V-Engine Maintenance - Yamaha	MAIN
F	MTE0056	Inboard Diesel Technician	150	1	ABYC Marine Electrical Technician - Yamaha	MAIN

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	AER0014	Automobile Services Assistor	300	3		MAIN
B	AER0110	Engine Repair Technician	150	1	A1 engine repair - National Institute for Automotive Service Excellence	MAIN
C	AER0257	Automatic Transmission and Transaxle Technician	150	1	A2 Automatic Transmission and Transaxle Technician - National Institute for Automotive Service Excellence	MAIN
D	AER0274	Manual Drivetrain and Axle Technician	150	1	A3 Manual Drivetrain and Axle Technician- National Institute for Automotive Service Excellence	MAIN
E	AER0453	Automobile Suspension and Steering Technician	150	1	A4 Automobile Suspension and Steering Technician - National Institute for Automotive Service Excellence	MAIN
F	AER0418	Automotive Brake System Technician	150	1	A5 Automotive Brake System Technician - National Institute for Automotive Service Excellence	MAIN
G	AER0360	Automotive Electrical/Electronic System Technician	300	2	A6Automotive Electrical/Electronic System Technician - National Institute for Automotive Service Excellence	MAIN
H	AER0172	Automotive Heating and Air Conditioning Technician	150	1	A7 Automotive Heating and Air Conditioning Technician - National Institute for Automotive Service Excellence	MAIN
I	AER 0503	Automotive Engine Performance Technician	300	2	A8 Automotive Engine Performance Technician - National Institute for Automotive Service Excellence	MAIN

Patient Care Technician **Program # H170694**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B	HCP0121	Nurse Aide and Orderly (Articulated)	75	1	Certified Nurse Assistant - Florida Department of Health, Div. of Medical Quality Assurance	EAST
C	HCP0332	Advanced Home Health Aide	50	1		EAST
D	HCP0020	Patient Care Assistant	75	1		EAST
E	HSD0016	Allied Health Assistant	150	1		EAST
F	MEA0580	Advanced Allied Health Assistant	100	.5	Certified Phlebotomy Technician - Florida Department of Health, Div. of Medical Quality Assurance Certified EKG Technician (CET) – National Health Career Association	EAST
G	PRN0094	Patient Care Technician	60	.5		EAST

Pharmacy Technician **Program # HSC0003**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	HSC0003	Basic Healthcare Worker	90	1		EAST
B1	PTN0084	Pharmacy Technician 1	360	2		EAST
B2	PTN0085	Pharmacy Technician 2	300	2		EAST
B3	PTN0086	Pharmacy Technician 3	300	2	PTCB (Pharmacy Technician Certification Board) and NHA ExCPT (National Healthcare Association Exam for Certification of Pharmacy Technician)	EAST

Practical Nursing **Program # 8418400**

OCP	Course #	Course Name	Clock Hours	HS Credit Hours	Industry Certification	Location
A	PRN0098	Practical Nursing Foundations 1	300	2		EAST
B1	PRN0099	Practical Nursing Foundation 2	300	2		EAST
B2	PRN0290	Medical Surgical Nursing 1	300	2		EAST
B3	PRN0291	Medical Surgical Nursing 2	300	2		EAST
B4	PRN0690	Comprehensive Nursing and Transitional Skills	150	1	NCLEX-PN * - Nat'l Council of State Board Nursing	EAST

Please *note that this certification is obtained after completion of the program

AGENDA ITEM NO. 11.7

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Renew the Florida Postsecondary Comprehensive Transition Programs (FPCTP) Program, Project Educational Development Geared for Employment (EDGE) for the 2026-2031 School Years (No Financial Impact)

Executive Summary
Signed into law by Florida's governor on January 23, 2016, the Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center). It charged the Center with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application, approval, and renewal process. The Act also established criteria for FPCTP approval, scholarship awards for eligible students to attend approved programs, grant awards to promote new program development and existing program enhancements, and accountability requirements associated with these opportunities.

As stated in the legislation, the purpose of the Act is to "increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or nondegree programs and to establish statewide coordination of the dissemination of information regarding programs and services for students with disabilities. It is the intent of the Legislature that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience." (FS §1004.6495(2))

This program renewal application seeks authorization to continue delivering the Educational Development Geared for Employment initiative, which supports students in developing personal growth competencies, engaging in career exploration, and acquiring essential workplace skills that facilitate successful job placement. The program will continue to leverage partnerships with local businesses to enhance experiential learning and employment opportunities. The renewal request covers a five-year period, spanning the 2026-2031 school years.

A copy of the agreement is attached for review.

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 to renew the Florida Postsecondary Comprehensive Transition Programs (FPCTP) program, Project Educational Development Geared for Employment (EDGE) for the 2026-2031 school years. (No Financial Impact)

Financial Impact
There is no cost to the general fund. The District is projected to receive funds for the Florida Postsecondary Comprehensive Transition Programs (FPCTP) Three-Year Grant in the amount of up to $500,000.00 per year for the 2026-2031 school years.

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

Attachments:
MTC Project EDGE - Renewal FPCTP Application, Board Date 02.24.2026

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

Section 1: Institutional Information and Contacts

1. Name of institution submitting this FPCTP application:
   Manatee Technical College

2. Institution Type:
   Career Center

3. Primary program contact:
   a. Name: Dawn Giddens
   b. Email address: giddensd@manateeschools.net
   c. Telephone number: 941-752-8100 ext 47033
   d. Fax number:
   e. Mailing address: 5540 Lakewood Ranch Blvd Bradenton FL, 34211

4. Institution's president or executive director (e.g., CEO, superintendent) supporting this application and certifying that the program has been approved by the institution's governing board:
   a. Name: Laurie Breslin, Ed.D.
   b. Email address: breslinl2@manateeschools.net
   c. Telephone number: (941) 708-8770
   d. Fax number:
   e. Mailing address: 215 Manatee Avenue West, Bradenton, FL, 34205, United States

Section 1A: Program History

1. **Summary of evaluation data and student outcomes** – Describe the outcomes experienced by your FPCTP students during your initial three-year program. What proportion of your students made SAP, completed their programs, participated in work experiences and internships, achieved employment, etc.? Your summary of evaluation findings and student outcomes should provide support for any program changes, such as enhancements, expansion, and or improvements.

   As this is only the second year of program implementation, evaluation data are currently available for the 2024–2025 cohort. During the 2024–2025 school year, ten students enrolled in the program, with eight successfully completing all required components. Of those eight completers, four students were employed during the school year, and one student participated in a structured work-experience opportunity.

   Upon completion of the Specialized Career Instruction course, five students continued their education at the MTC Main Campus in the following programs: Advanced Manufacturing, Baking & Pastry, Building Construction Technologies, Culinary Arts, and Early Childhood Education Pre-Apprenticeship. In addition, one student enrolled in the FPCTP Program at Southeastern University.

2. **Summary of program changes** – Describe any changes you are planning for the FPCTP and provide the rationale for making these changes.

   As the number of students completing the FPCTP and transitioning into employment continues to grow, additional support is needed to ensure successful on-the-job performance and ongoing post-program engagement. To address these needs, we plan to add a staff position dedicated to providing enhanced student support both during and after program completion.

   The rationale for this change includes:

   Expanded Job-Site Support: With more students securing employment, additional staff capacity is necessary to provide consistent job-site coaching and follow-along services.

   Skill Development in Culinary and Related Areas: Many students pursue culinary and hands-on training pathways; therefore, a staff member with culinary skills will strengthen instruction and workplace readiness.

   Improved Employment Preparation: The new staff member will support students with resume development, job-search skills, and preparation for interviews.

Alumni Engagement: Maintaining connections with previous cohorts will support long-term outcomes and allow the program to track sustained employment and continued education.

Employer Outreach: Strengthening partnerships with current and potential employers will expand opportunities for internships, job placements, and community collaboration.

Kitchen and Hands-On Training Facilitation: Dedicated oversight of the training kitchen will allow for more structured, authentic work experiences aligned with industry expectations.

These changes will enhance program quality, increase student support, and ensure that graduates are well-prepared to succeed in employment and postsecondary training.

Section 2: Student Eligibility and Admission

1. Proposed Florida Postsecondary Comprehensive Transition Program (FPCTP) name:
   Project EDGE (Educational Development Geared for Employment)

2. Describe how students with intellectual disabilities are/will be **recruited** to enroll in the proposed FPCT program.

   Students will be recruited into the program through a variety of existing collaborations. This includes Vocational Rehabilitation (VR), high school department chairs, high school teachers, and Exceptional Student Education (ESE) Specialists. Additional recruitment efforts will occur during the Manatee and Sarasota County ESE Agency Fairs. Students will be admitted in the Fall for S1 and if they elect S2. There is currently no mid-year admittance.

3. Describe the process through which student **eligibility will be verified**, including the documentation used to determine eligibility:

   a. Process and documentation to determine eligibility:

      Documentation of Intellectual Disability will be determined through one or more of the following:

      a. Final IEP and Summary of Performance (SOP)
      b. Vocational Rehabilitation Counselor
      c. Physician Statement

   b. Name and title of individual (or group) who makes eligibility determination:

The program coordinator will be responsible for making sure applicants have the required eligibility before moving on to admissions selection.

4. Describe how the final decision to *admit* students with intellectual disabilities to the FPCTP will be made:

   a. Criteria used to make admission decision:

      The admissions documents include the following:

      1. Completion of Program Application
      2. Documentation of Intellectual Disability
      3. Two letters of recommendation
      3. Copy of Official Transcript (or GED equivalent)
      4. Signed agreement of expectation

      Students will receive a checklist outlining all admission requirements along with the official program application. The EDGE Selection Committee will utilize a standardized rubric—evaluating applicants' academic goals and interests, level of independence in the home and community, motivation, current extracurricular involvement, and adaptability to changing circumstances—in conjunction with a face-to-face interview to determine acceptance into the program.

   b. Name and title of individual (or group) who makes the final admission decision:

      We have an admission team comprised of the program coordinator and instructors who make the final admission decision.

5. Maximum number of students the program expects to serve each year.
   10 Student(s)

Section 3: Assessment and Advising

1. Describe how **assessments** of students' interests, skills, and needs are:

   a. Conducted

      In Stage 1 (S1) students are enrolled in a Career Discovery course. Within this course, students will complete interest surveys highlighting the available programs and outside areas of interest. Students' Summary of Performance (SOP) will also be reviewed and

compared to interest surveys they take within S1 to see if students' interests have changed or stayed the same.

b. Used to identify and develop a student's targeted "program of study"

After completion of interest surveys and review of the SOP, students will have the opportunity to audit programs available at MTC. Once audits are finished, students will complete a personal assessment of the course and their thoughts/feelings towards that particular program. Students will meet with their teacher(s) and/or advisor to discuss their options moving forward within the program. If a student finds a program they are interested in continuing and have passing grades, they can apply to enroll within that program for the following term, depending on enrollment capacity. In the event the course is full, the student will be placed on a wait list.

2. Describe the program's **advising structure**.

Students enrolled at Manatee Technical College will utilize the advising structure of their peers. The Admissions Officer provides all potential students with informational sessions, one on one admission meetings, program audits, and enrollment support. After a student is accepted, they meet with the instructor on a regular basis. Instructor/student meetings review the student's academic progress, attendance, career-ready practice, and placement.

Section 4: Program Description

1. Projected enrollment for the next five years:

8	Enrolled in your existing program in the current year (enter 0 if this application is for a new program)
10	Number of students projected to enroll in your program next year (for new and existing programs)
10	Number of students projected to enroll in your program the year after that (for new and existing programs)
10	Number of students projected to enroll in your program the following year (for new and existing programs)
10	Number of students projected to enroll in your program the following year (for new and existing programs)

2. The FPCTP Act requires that students attend the FPCTP no less than on a half-time basis.

a. How is *half-time basis* defined at the institution?

   Half-time is 2.5 clock hours daily as students are within their given program 5 clock hours a day.

b. How do students enrolled in the program meet the requirement "to participate on not less than a half-time basis"?

   For example, 100 days would equal 500 hours of student attendance (since each day students are in their program 5 hours), therefore the student would need more than 250 hours to participate on not less than a half-time basis.

3. In which college, department, administrative unit, or other institutional component will the FPCTP "live" at the institution? That is, in what area of the institution will the FPCTP be "housed?"

   School district unit

   Explain: Project EDGE will be housed in Continuing Education.

4. Provide a general summary – like an abstract – of the proposed FPCTP:

   Our program will be offered in two segments termed Stage 1 (S1) and Stage 2 (S2). During S1, students will take the Specialized Career Instruction (SCI) course that will provide education to include but not be limited to: self-assessment, exploring careers, finding a job, joining the workforce, professional development, managing money, banking & credit, taxes & social security, etc. Students will also be introduced to the postsecondary career options available at MTC through class audits based on interest. These courses will include students without disabilities. During these audits, students will go into their choice program(s), speak to peers about what their program entails, and talk to the instructors about expectations and any other questions they may have. It is important to note that some students may elect to exit the program upon completion of S1. This could be due to finding employment, lack of interest in available MTC programs, or lack of interest in the program overall. S1 will be a year in length at five hours a day facilitated by a teacher and other support personnel. Upon completion of S1 students will have obtained certification in First Aid/CPR, OSHA-10, ServSafe and Work Essentials. In S2, students enroll in one of the programs offered. The length of this part of the program is dependent on the track the student elects to take. These courses are facilitated by MTC staff, however, support within the class will come from the EDGE staff.

   The maximum number of students to be served each year is twenty. The thought being the

inaugural class will have ten students and after completion of their first year, the next cohort to enter will also have ten, bringing the program to twenty total.

5. Describe how the FPCTP will be "organized" at the institution

   A specific program, that INCLUDES more than one concentration or track, developed to meet the needs of eligible students with intellectual disabilities with a curriculum, services, and supports to facilitate student completion.

   a. What honor/endorsement/degree will the institution award to students upon completion of this FCPCTP? **Note – this primary credential should be something that conveys to employers that students who complete the FPCTP possess a specific set of competencies associated with successful employment.**

      1. Name of the general honor/endorsement/degree:

         Specialized Career Instruction Certificate

      2. Describe the general honor/endorsement/degree:

         At minimum when a student chooses to exit the Project EDGEprogram, they will be leaving with First Aid/CPR, OSHA-10, ServSafe and Microsoft Office Certifications. The EDGE Career Readiness Certificate informs potential employers that students have additional training in time management, critical thinking and collaboration, oral communication skills, customer service skills, and self-advocacy. Based upon the program they choose to enroll in, additional certificates may be earned.

   b. Indicate the **length of time** needed to complete the FPCTP (expressed as terms/semesters, or years):

      2 Years

   c. Indicate the **number of hours or credits** needed to complete the FPCTP:

      2400 Hours

   c. Is there more than one level or benchmark within the FPCTP at which students may exit?

      Yes

      Students enrolled in Stage 1 exit the program at the completion of the second semester and will either enroll in a program at MTC or will have found employment. Students in S2 will have enrolled in one of the programs available at MTC.

   d. Do students enrolled in the FPCTP have opportunities to earn an industry-recognized certificate or certification(s), not included in the Concentration(s)/Track(s)?

Yes

Certifications:

OSHA-10

CPR

First Aid

ServSafe

ServSafe Handler

f. Do students enrolled in the FPCTP have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s), not included in the Concentration(s)/Track(s)?

No

g. Identify the **concentrations** or **tracks** available for students in this FPCTP:

Concentration: Early Childhood Education

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?

   Yes

   a. Name the Credential:

   DCF Staff Credential

   b. Describe the credential:

   The DCF Staff Credential in Florida is an official certification for early childhood educators, proving their education and experience meet state standards, required in licensed centers with at least one credentialed staff member per 20 children.

2. The time to complete this concentration/track is

   Included in or the same as the time specified for the overall FPCTP

3. Is there more than one level or benchmark within the concentration/track which students may exit?

   No

4. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?

No

5. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Advanced Manufacturing and Production Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   3 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1800 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Certified SolidWorks Professional (CSWP)**;** Certified SolidWorks Associate (CSWA)**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Building Construction Technologies

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   Included in or the same as the time specified for the overall FPCTP

3. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

4. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   NCCER AC Painting and Construction Equipment**;** NCCER Core**;** NCCER Carpentry and Masonry**;**

5. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Baking & Pastry Arts

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   Included in or the same as the time specified for the overall FPCTP

3. Is there more than one level or benchmark within the concentration/track which students may exit?
   Yes
   This program is a planned sequence of instruction consisting of two occupational completion points (Appendix Table 2.) The recommended sequence allows students to complete specified portions of a program for employment or to remain for advanced training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or terminate as an occupational completer.

   OCP A: Pastry Cook/Baker 450 Hours
   OCP B: Pastry Chef/Head Baker 450 Hours

4. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   ServSafe Certified Food Handler**;**

5. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Automotive Collision Technology Technician

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1400 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   No

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   Yes
   Credentials:
   Automotive Service Excellence Collision Repair/Refinish: B2**;**

Concentration: Electrician

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   Included in or the same as the time specified for the overall FPCTP

3. Is there more than one level or benchmark within the concentration/track which students may exit?
   Yes
   This program is a planned sequence of instruction consisting of four occupational completion points (Appendix Table 2.) The recommended

sequence allows students to complete specified portions of a program for employment or to remain for advanced training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or terminate as an occupational completer.

OCP A: Electrician Helper - 300 Hours
OCP B: Residential Electrician - 450 Hours
OCP C: Commercial Electrician - 450 Hours
OCP D: Industrial Electrician - 300 Hours

4. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   National Center for Construction Education & Research (NCCER) Electrical Level 1**;**

5. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Diesel Systems Technician 1

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the

concentration/track:
1050 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   ASE T2 Medium/Heavy Truck Technician**;** ASE T2 Medium/Heavy Truck Technician**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Master Automotive Service Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   3 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1800 Hours

5. Is there more than one level or benchmark within the concentration/track

which students may exit?
No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Automotive Service Excellence (ASE) Automotive & Light Truck Certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Marine Service Technologies

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1350 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to

earn an industry-recognized certificate or certification(s)?

Yes

Certifications:

Basic NMEA Marine Electronics Installer**;** Basic NMEA 2000 Installer**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?

   No

Concentration: CNC Production Specialist

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?

   No

2. The time to complete this concentration/track is

   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):

   1 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:

   600 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?

   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?

   Yes

   Certifications:

   Autodesk CAM 2.5 Axis Mill Certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Computer Aided Drawing and Modeling

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1200 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   AutoCAD Professional Certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?

No

Concentration: Advanced Automotive Service Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   Included in or the same as the time specified for the overall FPCTP

3. Is there more than one level or benchmark within the concentration/track which students may exit?
   Yes
   There are nine different Occupational Completion Points (OCP's) within the Advanced Automotive Service Technology program (Appendix Table 1). The sequence of OCP's, after completing and/or demonstrating mastery of OCP-A (Automotive Maintenance Technician 400 hours), is at the discretion of the instructor. Students have the opportunity to also take the National Institute for Automotive Service Excellence (ASE) certification test.

   OCP A: Automotive Maintenance Technician - 400 Hours
   OCP B: Advanced Engine Repair Technician - 200 Hours
   OCP C: Advanced Automatic Transmission and Transaxle Technician - 200 Hours
   OCP D: Advanced Manual Drivetrain and Axle Technician - 200 Hours
   OCP E: Advanced Automotive Suspension and Steering Technician - 200 Hours
   OCP F: Advanced Automotive Brake System Technician - 200 Hours
   OCP G: Advanced Automotive Electrical/Electronic System Technician - 400 Hours
   OCP H: Advanced Automotive Heating and Air Conditioning Technician - 200 Hours
   OCP I: Advanced Automotive Engine Performance Technician - 400 Hours

4. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?

Yes

Certifications:

ASE Electrical Systems; ASE Automatic Transmission/Transaxle; ASE Engine Performance; ASE Engine Repair; ASE Manual Drive Train; ASE Suspension and Steering; ASE Heating and Air Conditioning; National Institute for Automotive Service Excellence (ASE); ASE Breaks;

5. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?

   No

Concentration: Professional Culinary Arts & Hospitality

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?

   No

2. The time to complete this concentration/track is

   Included in or the same as the time specified for the overall FPCTP

3. Is there more than one level or benchmark within the concentration/track which students may exit?

   Yes

   This program is a planned sequence of instruction consisting of four occupational completion points (Appendix Table 2.) The recommended sequence allows students to complete specified portions of a program for employment or to remain for advanced training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or terminate as an occupational completer.

   OCP A: Food Preparation 450 Hours

   OCP B: Cook-Restaurant 450 Hours

   OCP C: Chef/Head Cook 450 Hours

   OCP D: Food Service Management 450 Hours

4. Do students enrolled in the concentration/track have the opportunities to

earn an industry-recognized certificate or certification(s)?

Yes

Certifications:

ServSafe Certified Food Handler**;**

5. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?

   No

Concentration: Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?

   No

2. The time to complete this concentration/track is

   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):

   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:

   1350 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?

   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?

   Yes

   Certifications:

   EPA Section 608 Certification**;** HVAC Excellence Employment Ready-Electrical**;** HVAC Excellence Employment Ready-Air Conditioning**;** HVAC

Excellence Employment Ready-Heat Pump**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Electrical and Instrumentation Technology 1

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1000 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Industrial Electricity 1**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or

certification(s)?
No

Concentration: Machining Technologies

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   3 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1500 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   National Institute for Metalworking Skills (NIMS) Level 1**;** Autodesk CAM 2.5 Axis Milling Certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Welding Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1050 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   GTAW Stainless Steel 1, 2 or 3G**;** GTAW Steel Plate 3G**;** AWS Certified Welder in- SMAW Steel Plate 3G & 4G**;** GMAW Steel Plate 3G**;** FCAW Steel Plate 3G**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Early Childhood Education Apprenticeship

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?

Yes

a. Name the Credential:

Department of Labor Apprenticeship Certificate

b. Describe the credential:

The content includes but is not limited to competencies related to the following elements of the early childhood education industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

2. The time to complete this concentration/track is

In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):

4 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:

4288 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?

No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?

No

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?

No

Concentration: Accounting Operations

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   900 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   QuickBooks Certified User**;** Microsoft Office Specialist (MOS)**;** Certified Professional Bookkeeper (Optional)**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Applied Cybersecurity

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?

No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   750 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Comptia security+ certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Computer Systems & Information Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   900 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   CompTIA A+**;** Network+**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Digital Photography Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1050 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Adobe Certified Professional (ACP) – Visual Communications with Adobe Photoshop**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Digital Video Technology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   900 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Adobe Premiere Pro Certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Digital Design

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1200 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Adobe Certified Professional (ACP) – Visual Communication with Adobe Photoshop**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Barbering

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   900 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?

Yes

Certifications:

Florida Barbering**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Cosmetology

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   2 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   1200 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes

   Certifications:

   FL Cosmetologist License**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Facials Specialty

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   1 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   220 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Florida Facial Specialist Registration**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Nails Specialty

1. Will the institution award a credential, other than the general FPCTP credential, to students upon completion of this concentration/track?
   No

2. The time to complete this concentration/track is
   In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
   1 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
   180 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
   No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
   Yes
   Certifications:
   Florida Nail Specialist Registration**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
   No

Concentration: Phlebotomy

1. Will the institution award a credential, other than the general FPCTP

credential, to students upon completion of this concentration/track?
No

2. The time to complete this concentration/track is
In addition to the time specified for the overall FPCTP

3. Indicate the **length of time** needed to complete the concentration/track (expressed as terms/semesters, or years):
1 Terms/semesters

4. Indicate the **number of hours or credits** needed to complete the concentration/track:
75 Hours

5. Is there more than one level or benchmark within the concentration/track which students may exit?
No

6. Do students enrolled in the concentration/track have the opportunities to earn an industry-recognized certificate or certification(s)?
Yes
Certifications:
Phlebotomy Technician Certification**;**

7. Do students enrolled in the concentration/track have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or certification(s)?
No

7. Describe the **scope and sequence** of the proposed curriculum, the length of the program, program organization, types of courses, how instruction is delivered, and how and when students earn industry-recognized certificates or certifications.

   Provide enough detail to present a clear picture of how the program will prepare students for employment. **Upload additional documents as needed** to demonstrate course enrollment by academic term or other program details to provide reviewers a complete understanding of how course enrollment and other relevant program components should flow and should result in program completion and subsequent employment. Distinguish between courses

unique to FPCTP students and those taken by/with typical students.

Project EDGE has two components. The first year or S1 will focus on career development and life skills. The proposed curriculum "Succeeding in the World of Work" would be the primary text while supplemented with the McGraw-Hill WORKFORCE Workplace Skills series. Based on the curriculum map this text will take approximately six to seven months to complete. After completion of the text and interest surveys, students will spend one day per month on the main campus where they have the opportunity to audit courses of interest to help them determine which course they want to take the following year. Collaboration with community businesses to reinforce skills and lessons taught will be explored based on student interest. The goal is to create a bank of varied employers who students are able to intern with and potentially gain employment. S1 students may find employment while interning in a job during the career development portion of their course. Throughout the course of the year where it would align, students would also work on OSHA-10, First Aid, CPR, and Microsoft Office certifications. These courses would be taught by a certified teacher and supported by an instructional aide. Content-specific instructors will be brought in when applicable.

For students electing to apply to one of the programs supported by Project EDGE, this would be their additional year(s), known as S2. Each program has a different requirement in regard to the hours needed. The goal for S2 students is for them to find employment by the time they complete their program. These courses are taught by individuals who are certified in their respective fields. Students who enroll in these programs will be given additional time (generally an additional semester) as needed to complete OCP's and or certifications.

8. The FPCTP Act requires that students with intellectual disabilities are socially and academically integrated, to the maximum extent possible, with nondisabled students. Describe how students enrolled in your program participate in one or more of the following activities **with nondisabled students**:

   a. Regular enrollment in credit-bearing courses

      At the completion of Stage 1 of the program, students enroll in credit-bearing courses with students without disabilities.

   b. **Auditin**g or participating in courses for which the student does not receive academic credit

      During the spring term of S1, students will have the opportunity to audit one of the programs on MTC's campus that include students without disabilities. While auditing, students will log their experiences with the course and reconvene with their instructor to determine if this is a potential pathway for them to pursue upon completion of S1.

c. Enrollment in **noncredit-**bearing, **nondegree** courses

The only course students can enroll in that is noncredit-bearing or nondegree-seeking is the Social Skills and Career Development course that is part of S1. This course is meant to help students establish themselves academically and professionally before entering the workforce or certificate-seeking program. These are special seminars for Project EDGE students only. Students will have the opportunity to participate in other campus-life opportunities with their peers without disabilities.

d. **Internships** or work-based learning

For students within S1, internships and work-based learning will occur throughout the year, along with their peers without disabilities. Based on interest surveys and SOP's.

Section 5: Employment Opportunities

1. Describe the program's **plan for partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.

   The EDGE coordinator has worked to create partnerships within the county based on students' interest surveys and the program they elect to enroll in. The overall goal is to create a bank of varied employers who students are able to intern with and potentially gain employment.

2. Describe the **employment opportunities** available through the program to students **while** enrolled in the program.

   Employment opportunities will be varied while enrolled in the program. For S1 students they may find employment while interning a job during the career development portion of their course. The goal for S2 students is for them to find employment by the time they complete their program. MTC instructors have connections to many employers within our county and surrounding areas to help students obtain gainful employment. Along with Instructors, the MTC career department and Vocational Rehabilitation are available to help seek out employers.

3. Describe how the program connects students to **employment opportunities** upon successful **completion** of the program.

   MTC has a career department that works with students in finding employment, along with the student's instructors. Since most instructors still work in or have connections to the

courses they teach, they are able to help students find jobs after completion of their program. Project EDGE staff will also work on finding connections that best meet the needs of the student's specific skill set.

Section 6: Performance Indicators

The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) requires each approved program to define student's *satisfactory academic progress (SAP)* and to submit an annual report to the Florida Center for Students with Unique Abilities (FCSUA) **by August 1** each year regarding performance indicators specified in the Act and by the Center. The indicators include both program level (e.g., credential(s) offered), recruitment strategies, etc.) and student level information (e.g., demographics, SAP status, employment outcomes, etc.).

1. Describe the **performance indicators** established to determine a **student's *satisfactory academic progress (SAP)***. That is, what standard will be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.

   Satisfactory Academic Progress (SAP) is the successful completion of coursework toward an eligible certificate or program. Federal regulations require the Office of Student Financial Aid to monitor the academic progress of students receiving financial aid. Staff responsible for monitoring and supporting students' success towards SAP include the following: EDGE Coordinator, faculty, staff, CTE Course Faculty, MTC Advisor, and MTC Financial Aid staff.

   SAP components: 2.0 Grade Point average (GPA), Attendance/Tardy Policy, Occupational Completion Points (OCPs), and satisfactory performance with hands-on projects.

   SAP will be implemented through the performance indicators for academic progress established by: the Florida Department of Education's Curriculum Frameworks for Post-secondary Adult Vocational Programs; Think College Standards, Quality Indicators and Benchmarks for Inclusive Higher Education; The School District of Manatee County's Technical College Handbook.

   To ensure students remain on academic track, there will be a weekly check of students' progress completed by EDGE staff (coordinator, teacher, or paraprofessional). If a student is at risk of not earning SAP, the following steps will be taken to ensure awareness and additional support.

   1.) EDGE staff and students will meet to discuss concerns and create an academic plan, performance improvement plan, and/or attendance contract.

   2.) EDGE Staff, CTE Instructor, and the student will meet to discuss the academic plan and revise it if needed.

3.) Once implemented, if little to no improvements are made within a four-week window (still checking every two weeks), EDGE staff will contact parents/family for an academic counseling meeting with the student and academic advisor.

4.) Students will be required to attend the after-hours 2:00 pm – 3:00 pm support sessions until improvement is made.

2. In line with the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495), the FCSUA provides detailed information at **www.fcsua.org** regarding **performance indicators** required in the annual report for which **all** approved FPCTPs are responsible. Both programmatic and student level information are included, such as but not limited to the following: # applicants, admissions rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics. Please describe any **additional performance indicators** to be used to measure the FPCTP's success.

   Project EDGE will collect data and report annually the following information for all programs:

   - Number of Applications
   - Enrollment
   - Retention
   - Completion
   - Industry Certification
   - Licensure
   - Placement (post-completion and 6/12 months after)
   - Wage Level

   This data will be collected annually by the program coordinator to meet the requirements of the Florida Postsecondary Comprehensive Transition Program Act.

3. Identify the individual(s) responsible for collecting the data regarding the FCSUA-required performance indicators and the institution's additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

   The Project EDGE coordinator will be responsible for the collection and dissemination of all data. Due to varied indicators, information will be collected on a rolling basis and submitted to the FCSUA when requested.

Section 7: Program Sustainability

1. Briefly describe the institution's 5-year plan for the program regarding:

a. Sustainability – How will the institution operate the FPCTP the next 5 years in terms of funding, staff, and other operational expectations?

The FPCTP Initial Grant from the Florida Center for Unique Abilities will allow for the initial staffing of a program coordinator for the first three years of the program. School leadership anticipates applying for the FPCTP Continuation Grant after the first three years while we work to increase our FTE funding which can gradually assume the cost of the necessary staff to support the program.

b. From what sources of funding will the institution draw upon to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.).

Grant funding through the FPCTP will be the primary source of funding. However, collaborations with local community business partners and additional grant funding will be explored to offset the cost of operation.

Section 8: Federal Approval as a Comprehensive Transition and Postsecondary Program

The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) requires an institution to provide:

a. Evidence that it currently offers a federally approved comprehensive transition and postsecondary (CTP) program via Title IV that is eligible for federal student aid programs,
b. Documented evidence of the submission of an application for such federal approval of a program proposed by the institution, or
c. Documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s. 1140.

If the institution has received approval for the CTP or has submitted an application for approval, attach the application materials and documentation (including the letter to the institution’s accrediting body) to this application.

1. Indicate the status of the institution’s federally approved CTP program below:

   The institution has submitted an application for a federally approved program and is awaiting a decision. The application was submitted on following date: 05/01/2026

Section 9: Institutional Approvals

Submission of this application indicates institutional commitment to implement the proposed program aligned with the requirements of the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495), including submission of an annual report regarding program and student information as directed by the Florida Center for Students with Unique Abilities. Program implementation must occur no later than the academic year immediately following the academic year during which the FPCTP approval is granted. To maintain approval status and student eligibility to receive FPCTP scholarships, an institution must submit a renewal application to the Florida Center for Students with Unique Abilities no later than 3 years following the year during which the approval is initially granted (FS 1004.6495 s.6[b]).

1. Enter the date the institution's governing board approved the proposed FPCTP:

2. Signature of the Primary Program Contact or other official authorized by the institution to submit the application:

   Signature _____ Date_____

   Print Name Dr. Laurie Breslin

AGENDA ITEM NO. 11.8

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Amendment to the Rowlett Middle Charter Academy Contract to Reflect High Performing Status, Moving from a Current Term of Five (5) Years to a Term of Fifteen (15) Years to June 30, 2037 (No Financial Impact)

Executive Summary
Correspondence from former Education Commissioner, Manny Diaz, on September 21, 2022, from the Florida Department of Education verified Rowlett Middle Academy meets the criteria for high performing charter school status. Paragraph I.C.3. of the Charter and Section 1002.33 (7)(d), Florida Statutes, provides that the charter may be modified or amended during its term by mutual agreement of the parties, provided such modification is agreed to in writing and executed by both parties. Florida Statutes 1002.3331(2)(e) provides that a high performing charter school is authorized to receive modification of its charter to a term of 15 years. Rowlett Middle Academy's current five (5) year contract from July 1, 2022-June 30, 2027, will be amended to a term of fifteen (15) years, commencing July1, 2022, and ending on June 30, 2037.

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 amendment to the Rowlett Middle Charter Academy contract to reflect High Performing Status, moving from a current term of five (5) years to a term of fifteen (15) years to June 30, 2037. (No Financial Impact)

Financial Impact
There is no financial impact.

Contact
Dr. Valerie Hyer, Coordinator
District Support Department

Attachments:
Rowlett Middle Academy FDOE HP Status Letter
2120 RMA Contract Amendment

State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Manny Diaz, Jr.
Commissioner of Education

September 21, 2022

Jamara Clark
Principal
Rowlett Middle Academy
400 30th Avenue West
Bradenton, Florida 34205-8017

Dear Mr. Clark:

This letter serves as notification that the Florida Department of Education has verified that Rowlett Middle Academy (41-2120) meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

Manny Diaz, Jr.

MDJ/aje

cc: Valerie Hyer, School District of Manatee County

The Charter remains subject to annual review by the Sponsor and may be terminated during the Term pursuant to Section 1002.33(8), Florida Statutes.

2. All other provisions of the Charter, as amended hereby and by the First Amendment, remain in full force and effect.

WHEREFORE, the parties hereby execute this Second Amendment to Charter Contract as set forth below with the intention of being legally bound thereby, effective as of the first date set forth above.

SPONSOR:	SCHOOL:
SCHOOL BOARD OF MANATEE COUNTY	ROWLETT MIDDLE ACADEMY
----------	---------- 1-29-26
Dr. Laurie Breslin, Superintendent Date	Fred Moore, Board Chair Date
----------	
Chad Choate, III, Board Chair Date	

Kevin Pendley, BCS, General Counsel Date	

SECOND AMENDMENT TO THE CONTRACT BETWEEN
ROWLETT MIDDLE ACADEMY
CHARTER SCHOOL
AND
THE SCHOOL BOARD OF MANATEE COUNTY FLORIDA

The parties hereby agree to amend the Charter contract entered into by and between THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, a political subdivision operating and existing under the laws of the State of Florida, referred to therein as "SPONSOR" and ROWLETT MIDDLE ACADEMY, a Florida not for profit corporation, referred to therein as "SCHOOL" as follows:

WHEREAS the parties have previously entered into a Charter Contract ("Charter") with a term commencing on July 1, 2022, and ending on June 30, 2027.

WHEREAS the parties have previously entered into a First Amendment to Contract on December 9, 2025, regarding Sales Tax Revenue Share Disbursements to the school by the Sponsor.

WHEREAS, the School has requested that the Charter be amended based on its attainment of high-performing charter school status, pursuant to Section 1002.331, Florida Statutes, evidence of such attainment is exhibited by the designation letter included as Attachment "A" to this Second Amendment, and the authority set forth in Florida Statutes related thereto;

WHEREAS, Section 1002.331(2)(e), Florida Statutes, provides that a high-performing charter school is authorized to: "Receive modification of its charter to a term of 15 years;"

WHEREAS, Paragraph I.C.3. of the Charter, and Section 1002.33(7)(d), Florida Statutes, provide that the Charter may be modified or amended during its term by mutual agreement of the parties, provided such modification is agreed to in writing and executed by both parties.

NOW, THEREFORE, for and in consideration of the mutual covenants and promises contained herein, and for other good and valuable consideration, the parties hereby amend the Charter as follows:

1. The first sentence of Section I, (B)(2) of the Charter is deleted and replaced with the following:

   Term. The term of this Charter shall be fifteen (15) years commencing on July 1, 2022, and ending on June 30, 2037 ("Term") unless terminated sooner as provided herein.

AGENDA ITEM NO. 11.9

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Revised Purchase of Character Education Program with Game on Nation, SDMC No. 26-0046-BS, Estimated in the amount of $175,000.00 (Multiple Funding Sources)

Executive Summary
On June 10, 2025 the Board approved the purchase of the Game On “Level UP U" character education program. The additional funds are needed for additional program licenses. Game On will provide licensing, curriculum kits, instructional resources, and teacher certification training for the "Level UP U" character education program. The curriculum and licensing will be provided to middle school students to promote core values such as respect, integrity, empathy and responsibility.

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow. The requested contract is for the period of July 1, 2025 through June 30, 2026.

Florida Statutes Section 1010.04(4)(a) ”The State Board of Education may, by rule, provide for alternative procedures for school districts and Florida College System institutions for bidding or purchasing in cases in which the character of the item requested renders competitive bidding impractical.”

State Board Rule 6A-1.012(14) states, “A district school board, when acquiring, whether by purchase, lease, lease with option to purchase, rental or otherwise, information technology, as defined in Section 282.004(11), F.S., may make any acquisition through the competitive solicitation process as described herein or by direct negotiation and contract with a vendor or supplier, as best fits the needs of the school district as determined by the school board.”

Subsection 6A-1.012(11) F.A.C. states, “The requirement for requesting competitive solicitations for commodities or contractual services from three or more sources is hereby waived as authorized by Section 1010.04(4)(a), F.S., for: (a) The purchase by district school boards of professional services which shall include, without limitation, artistic services; academic program reviews; lectures by individuals; auditing services not subject to Section 218.391, F.S.; legal services, including attorney, paralegal, expert witness, court reporting, appraisal or mediator services; and health services involving examination, diagnosis, treatment, prevention, medical consultation or administration; and, (b) The purchase by district school boards of educational services and any type of copyrighted materials including, without limitation, educational tests, textbooks, printed instructional materials, computer software, films, filmstrips, videotapes, dvds, disc or tape recordings, digital recordings, or similar audio-visual materials, and for library and reference books, and printed library cards where such materials are purchased directly from the producer or publisher, the owner of the copyright, an exclusive agent within the state, a governmental agency or a recognized educational institution;”

The supplier is Game On Nation, LLC, Bradenton, FL, Florida Document No. L11000081101.

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

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

Recommendation
The Superintendent recommends approval of the revised purchase of character education program with Game

On Nation, SDMC No. 26-0046-BS, estimated in the amount of $175,000.00 (multiple funding sources).

Financial Impact
The funding source for this expenditure is multiple funding sources.

Contact
Submitting Departments: Student Services and Purchasing Department
Initiated By: Lisa Lyon, Derek Jensen and Tyler Goffi

Attachments:
SOW Game On Nation SDMC 2025-2026
Additonal License Quote

GAME ON NATION FOR SCHOOL DISTRICT OF MANATEE COUNTY
STATEMENT OF WORK

1. **Description of Services:** Game On Nation (Game On) shall provide curriculum, resources, and teacher certification training for Game On's "LEVEL UP U" character education program for the School District of Manatee County (Client) for use during the 2025 - 2026 school year.

2. **Period of Performance:** Game On shall create and license a semester-long course, for use at four schools for the 2025 - 2026 school year. Schedule for teacher training and certification is July 21 – 24 from 8:30am to 4:30pm in Bradenton, FL.

3. **Logistics/Requirements:** Client shall provide facilities, meeting rooms to accommodate the sessions as well as the teachers to be trained by Game On. Game On shall provide certification training space, curriculum, resources, training, and guidance on delivery for the middle school audiences.

4. **Fee/Payment:** The amount to be paid by Client as consideration for Game On's provision of the above-described services shall be $110,000.
    - $80,000 for curriculum development and licensing
        - $250 per student for Level Up U licensing and curriculum kits (teacher guide & student activity guide)
        - 80 students at 4 middle schools = 320 students (20 students per class x 2 classes per semester at 4 schools)
    - $30,000 for teacher training and certification up to 10 teachers
        - Certifications are non-expiring and participants will have access to recorded training sessions as they become available for discretionary review.

5. Such amount shall be payable in one lump sum or in accordance with the following schedule:
    - $30,000 Billed: July 25, 2025 Due: Net 30
    - $80,000 Billed: August 11, 2025 Due: Net 30

6. **Contract Term and Cancellation:** Curriculum development and licensing outlined in this SOW are valid for 2025 – 2026 school year. Teacher certifications for the Level Up U program are non-expiring. For cancellation, Client shall provide reimbursement for project deliverables performed or resources committed so far, as well as any non-refundable printing, design, or materials that have been ordered.

7. **Usage Terms and Conditions** Session content is designed for use with middle school students within the School District of Manatee County. All exercises and collateral are the intellectual property of Game On Nation, LLC and are not intended for replication by Client or program attendees without written consent. Game On reserves the future usage rights for work arising from this collaboration.

8. **Acceptance:** If the foregoing evidences our mutual understanding, please sign where indicated below and return this Statement of Work to Game On via e-mail, c/o:

    Jake Higginbotham, Chief Operating Officer jake@gameonnation.com

INVOICE

Game On Nation, LLC
519 13th St. W., Bradenton, FL 34205
Ph: 801-866-4260
jake@gameonnation.com
www.gameonnation.com

DATE	DUE	INVOICE #
1/13/2026	1/13/2026	26-1-292

TO: School District of Manatee County
Dr. Laurie Breslin
BreslinL2@manateeschools.net

DESCRIPTION	DATE	QTY	RATE	AMOUNT
goCustom Level Up U Licensing Fee - King Middle	1/6/2026	156.00	250.00	39,000.00
goCustom Level Up U Licensing Fee - Braden River Middle	1/6/2026	25.00	250.00	6,250.00
goCustom Level Up U Licensing Fee - Lee Middle	1/6/2026	30.00	250.00	7,500.00

Thanks and Game On!
We accept checks, electronic payments, and credit card payments.

Checks: Payable to Game On Nation, LLC

Electronic Payments: Regions Bank Acct Holder:

Routing: 063104668 Account: 0163192403

Address: 1900 Fifth Ave North Birmingham, AL 35203

Credit card payments: Include a 3% processing fee

TOTAL:	$52,750.00
APPLIED PAYMENTS/CREDITS:	0.00
BALANCE REMAINING:	$52,750.00

Thank you for your Business!

AGENDA ITEM NO. 11.10

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Authorization to Negotiate Architect and Engineering (AE) Services for Tillman Elementary Campus Wide Renovations (No Financial Impact)

Executive Summary
The purpose of the requested action is to accept the rankings of the Selection Committee and authorize staff to begin negotiations for Architect and Engineering (AE) services with the recommended firm.

Tillman Elementary Campus Renovations:
Dates of Advertisement: November 2, 2025, November 9, 2025, and November 16, 2025
Date of Final Evaluation: February 3, 2026

Ranking of Interviewed Firms:
Number One Firm: Long & Associates Architects/Engineers, Inc.
Number Two Firm: Schenkel & Shultz, Inc.
Number Three Firm: Fleischman and Garcia Architects and Planners, AIA, PA
Number Four Firm: Wannemacher Jensen Architects, Inc.

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 authorization to negotiate Architect and Engineering (AE) services for Tillman Elementary Campus Wide Renovations. (No financial impact)

Financial Impact
No financial impact.

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
Tillman AE INTERVIEW-FINAL RANKING

FINAL EVALUATION

REQUEST FOR QUALIFICATIONS COMPLETE ARCHITECTURAL AND ENGINEERING SERVICES

TILLMAN ELEMENTARY CAMPUS WIDE RENOVATIONS

Interviews/Final Evaluation Committee Meeting February 3, 2026

Interviews/Final Ranking REQUEST FOR QUALIFICATIONS COMPLETE ARCHITECTURAL AND ENGINEERING SERVICES
TILLMAN ELEMENTARY CAMPUS WIDE RENOVATIONS
Submittals Due: December 9, 2025 at 12:00 p.m.,

Responding Firm	Ordinal Rank
Long & Associates Architects/Engineers, Inc.	1
Schenkel & Shultz, Inc.	2
Fleischman and Garcia Architects and Planners, AIA, PA	3
Wannemacher Jensen Architects, Inc.	4

"Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, Florida Statutes."

AGENDA ITEM NO. 11.11

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Request to Declare Surplus and Donate District Property (Outgoing Donation)

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 of.

School Board of Manatee County Policy No 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.

Manatee Technical College's Law Enforcement Academy is donating a red resilite mat to the City of Bradenton Police Department for use in their inservice trainings. The Bradenton Police Department dates back to 1903 and is dedicated to serving and protecting the citizens of Bradenton, in Manatee County.

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 the approval of request to declare surplus and donate District property. (Outgoing Donation)

Financial Impact
There is no cost to the General Fund. All assets have fully depreciated. **No financial impact.**

Contact
Submitting Department: Property Records/Records Management
Initiated By: Scott Hansen

Attachments:
MTC Mat Donation to BPD
Disposal-Donation-2-24-26

THE SCHOOL DISTRICT OF MANATEE COUNTY, FL
DONATION FORM

SCHOOL/DEPT MTE East · Law Enforcement COST CENTER 0211

Type of Donation: ☐ Cash $_____ ☒ Property

DESCRIPTION OF DONATION (Make, Model, Year/Age, Color)	Serial No.	Donation Fair Market Value	New or Used (N/U)
Red Resilite Mat	200884	$ 100.00	U
		$	
Donation to Bradenton PD		$	
		$	
		$	

Contributions made to the School District of Manatee County are deductible under section 170 of the Internal Revenue Service Code if exclusively for public purpose.

I affirm that this property is being legally donated without any liens, debts or riders.

Donor's Signature: _____ Date: 11-20-25

Donor's Name: Lesley Chevalier

Address: 5540 Lakewood Ranch Blvd

City, State, Zip: Bradenton Fl 34211

Signature of person receiving goods: _____ Date: 11-20-25

Administrator Approval Signature: _____ Date: _____

If a value is established at the current fixed asset threshold of $5,000 or more, email completed form to Property Records Supervisor. These items require Board acceptance. If value is below the fixed threshold, keep on file at your site.

FOR PROPERTY RECORDS USE ONLY

Board Approval Yes ☐ Date _____ No ☐ N/A ☐

Property Record Number: _____

Tag Number	Descr	Serial ID	Acq Date	Tran Amt	NBV	Comment
200884	MAT RESILITE CHAMPION RED		5/14/2008	$ 24,289.00	$ -	UNECONOMICAL TO REPAIR, DONATE. DONATING TO BRADENTON PD.
				$ 24,289.00	$ -	

AGENDA ITEM NO. 11.12

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
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 and Special Revenue-Food Service 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 the approval of request to declare surplus and dispose of District tangible personal property greater than $5,000.00. (Possible Incoming Funds to General Fund and Special Revenue-Food Service Fund).

Financial Impact
A total of $564.06 will be removed from the property records. All revenue generated through auction and/or recycling will be placed in the District's General Fund **(Possible Incoming Funds to General Fund and Special Revenue-Food Service Fund).**

Contact
Submitting Department: Property Records/Records Management
Initiated By: Scott Hansen

Attachments:
Surplus List-2-24-26

Tag Number	Descr	Serial ID	Acq Date	Tran Amt	NBV	Comment
409277	WELDER TIG DYNASTY 400TIGRUNNE		10/23/2019	$ 7,897.33	$ 564.06	UNECONOMICAL TO REPAIR; MAIN BOARD REPLACEMENT NEEDED, ESTIMATED COST TO REPAIR IS $5,000
302391	CARPET CLEANER STEALTH RHINO	2FJ1887	7/11/2017	$ 32,805.25	$ -	ATTACHED TO VEHICLE 840; DISPOSING WITH VEHICLE
151958	SIMULATOR HUMAN PATIENT HPS202		8/6/2001	$ 138,000.00	$ -	OBSOLETE
207656	REFRIGERATOR TRUE REACH IN		2/24/2009	$ 7,312.14	$ -	UNECONOMICAL TO REPAIR, AUCTION.
274809	STEAMER ACCUTEMP CONVECTION	4364849	6/4/2014	$ 15,818.45	$ -	UNECONOMICAL TO REPAIR, AUCTION.
218368	STEAMER 36CGM300	1006230000527	7/6/2010	$ 16,184.70	$ -	UNECONOMICAL TO REPAIR, AUCTION.
				$ 218,017.87	$ 564.06	

AGENDA ITEM NO. 13.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Budget Amendments for December 2025 (No Financial Impact)

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 December 2025.

	General Fund	Debt Service	Capital Projects	Federal Funds	Food Service	Internal Service *	Trust & Agency
Budgeted Ending Fund Balance 11/30/2025	$58,888,546	$15,330,613	$56,022,641	$0	$10,471,995	$15,376,081	$0
Fiscal Impact	$989,756	$(8,460)	$18,003,785	$0	$(150)	$0	$0
Budgeted Ending Fund Balance 12/31/2025	$59,878,302	$15,322,153	$74,026,426	$0	$10,471,845	$15,376,081	$0

* Self-insurance Health Fund and Worker's Compensation Fund

General Fund budgeted ending fund balance increased by $989,756, due primarily to changes to the charter school payments based on the 2024-25 FLDOE Final Calculation of $747,559 and FEMA reimbursement of prior year hurricane expenditures of $238,465.

Capital Projects Fund budgeted ending fund balance increased by $18,003,786 due primarily to moving a portion of the Barbara Harvey K-8 addition project to 2026-27, $12,470,384, and the closing of the Parrish Community HS addition project, $3,820,193.

Debt Service Fund budgeted ending fund balance decreased by $8,460 due to the interest assurance fee for the 2023 certificate of participation for the Tillman ES project $5,000 and the 2023A certificate of participation amendment $3,500.

There were no other significant 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 December 2025 (No Financial Impact).

Financial Impact
The General Fund budgeted ending assigned/unassigned fund balance as of December 2025 is 9.09 %. This represents an increase versus November 2025 of 0.16%.

Contact
Submitting Department: Budget Department
Initiated By: Gina Maliniak, Budget Director

Attachments:
December 2025 Budget Amendment Summary
Combined December 2025 Budget Amendments

Year	2026
Posting Period	6
Entry Type	(All)

Row Labels	Sum of YTD Current
1	**($989,755)**
3	
10101 General Fund	($317,086)
4	
10101 General Fund	($672,669)
10102 General Fund Grants	($0)
2	**$8,459**
3	
29123 Lease Purchase Bond 2023	($7)
29190 Lease Purchase Bond 2015	($7)
29193 Lease Purchase Bond 2017	($20)
29196 Lease Purchase Bond 2016	($6)
29901 QSCB 2010	$0
4	
29123 Lease Purchase Bond 2023	$8,500
3	**($18,003,786)**
3	
37025 Local Capital Improvement 2025	($863,769)
37026 Local Capital Improvement 2026	($20,291)
39123 COPS Series 2023A	($50,772)
39125 COPS Series 2025A	($395,316)
4	
37023 Local Capital Improvement 2023	($592,520)
37024 Local Capital Improvement 2024	($4,000)
37025 Local Capital Improvement 2025	($8,765,523)
37026 Local Capital Improvement 2026	($7,177,068)
39123 COPS Series 2023A	$50,772
39125 COPS Series 2025A	$0
39126 COPS Series 2026A	$0
39192 Sales Tax Proceeds	($365,105)
39197 Impact Fees	$179,807
39198 Ed Facilities Security Grants	$0
4	**$150**
3	
42101 Federal Cash Advance	($1,228,204)
42201 Federal Non Cash Advance	($143,683)
4	
41001 Food Services	$150
42101 Federal Cash Advance	$1,228,204
42201 Federal Non Cash Advance	$143,683
7	**$0**
4	
71101 Self-Insurance - Health	$0
8	**$0**
3	
85002 Donations & Scholarship Fund	($5,000)
4	
85002 Donations & Scholarship Fund	$5,000
Grand Total	**($18,984,932)**

General Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(120,728,572)	(120,728,572)	-	0.00%	
3XX	Revenues	(602,145,686)	(602,462,772)	(317,086)	0.05%	
3XX	Transfers In and Other Funding Sources	(27,780,304)	(27,780,304)	-	0.00%	
5XX	Instructional	448,269,502	447,431,447	(838,055)	-0.19%	
61X	Student Support Services	30,490,289	30,495,901	5,612	0.02%	
62X	Instructional Media Services	6,182,041	6,183,576	1,535	0.02%	
63X	Instruction and Curriculum Development	12,634,222	12,684,901	50,680	0.40%	
64X	Instructional Staff Training	5,007,130	5,008,410	1,280	0.03%	
65X	Instructional Technology	7	7	-	0.00%	
71X	Board	1,668,404	1,668,404	-	0.00%	
72X	General Admin Superintendent	4,626,523	4,625,419	(1,104)	-0.02%	
73X	School Administration	39,923,840	40,070,524	146,685	0.37%	
74X	Facility Acquisition and Construction	9,848,898	9,848,898	-	0.00%	
75X	Fiscal Services	4,132,345	4,137,545	5,200	0.13%	
76X	Food Services	28	28	-	0.00%	
77X	Central Services	19,701,513	19,629,869	(71,644)	-0.36%	
78X	Transportation	21,595,280	21,599,124	3,844	0.02%	
79X	Operation of Plant	56,507,063	56,522,014	14,951	0.03%	
81X	Maintenance of Plant	13,087,028	13,089,497	2,469	0.02%	
82X	Administrative Technology	9,594,597	9,600,397	5,800	0.06%	
91X	Community Services	7,477,961	7,478,040	79	0.00%	
92X	Debt Service	1,019,345	1,019,345	-	0.00%	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	58,888,546	59,878,302	989,755	1.68%	

Debt Service Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance*	(14,906,156)	(14,906,156)	-	0.00%	
3XX	Revenues	(1,778,628)	(1,778,668)	(41)	0.00%	
3XX	Transfers In	(44,991,372)	(44,991,372)	-	0.00%	
92X	Debt Service	46,345,543	46,354,043	8,500	0.02%	
9XX	Budgeted Fund Balance	15,330,613	15,322,153	(8,459)	-0.06%	

Capital Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(317,735,276)	(317,735,276)	-	0.00%	
3XX	Revenues	(227,110,793)	(227,577,172)	(466,379)	0.21%	
3XX	Transfers In and Other Funding Sources	(230,217,296)	(231,081,066)	(863,769)	0.38%	
74X	Facility Acquisition and Construction	646,578,186	629,904,548	(16,673,638)	-2.58%	
92X	Debt Service	1,645,369	1,645,369	-	0.00%	
97X	Transfer Out	70,817,169	70,817,169	-	0.00%	
9XX	Budgeted Fund Balance	56,022,641	74,026,426	18,003,786	32.14%	1

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Move Barbara Harvey Addition funds to 26/27 to use impact fees Add	
SSC Renovation back to budget 4m 25/26, 12m 26/27	(8,470,384)
Parrish Community HS Addition - close	(3,820,193)
Tillman Water Line project -paid by maintenance prior year funds	(2,500,000)
Bus Hub 25/26 Budget-Looking at long term lease with County	(1,500,000)
Budget for Insurance Proceeds-Milton	(863,769)
SSC Water Project Close	(795,062)
SEHS Science Building-Close	(592,520)
Budget for Surplus and interest revenue Dec	(415,610)
Manatee ES Auditorium-Close	(376,725)
Budget adj for additional interest	(50,772)
MTC Law Academy Close	(38,381)
Maintenance Vehicles (7) per meeting 12/9	450,000
Lakewood Ranch Remediation start up budget for maintenance	400,000
Additional Portable budget per Cap Meeting 12/2/25	273,000
Matzke Tower project	195,932
Lewis, Longman Walker, legal for land survey Anna Maria Dock	50,000
Balance of CM Contract Haile	26,811
Move interest budget to Tara	23,961
Other misc adjustments	(75)
Total	(18,003,786)

Capital Fund
December 2025 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	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2023	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520095	3000000200	SEHS Science Building-Close	0000139151	592,519.70
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2023	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520095	3000000200	SEHS Science Building-Close	0000139165	(592,519.70)
1	6	KK_DET_BUD	SDMC1	Adjustment	Unposted	37023	Local Capital Improvement 2023	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520095	3000000200	SEHS Science Building-Close	0000139151	(592,519.70)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2024	74010	Facilities Acquisition and	467201	Imp other than Build-Non Cap	9515	30001	Capital Projects	SDMC3	3951531147	3000000300	Matzke Tower project	0000138939	(4,000.00)
1	6	KK_REV_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	30000	Revenue	374101	Insurance Loss Recovery		13746	Emerg Mngt - Milton				Budget for Insurance Proceeds-	0000140135	(863,769.42)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539720	3000000200	Move Barbara Harvey Addition f	0000140191	(3,970,383.50)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539720	3000000200	Use impact fees for BH Additio	0000139145	(4,000,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37025	Local Capital Improvement 2025	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951575990	3000000200	Move to 300 for additional cha	0000139138	(47,140.50)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37025	Local Capital Improvement 2025	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951575990	3000000300	Move to 300 for additional cha	0000139138	47,140.50
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	13746	Emerg Mngt - Milton	SDMC3	3951213700	3951213746	Budget Clean up 13746 (Milton)	0000139162	(77.70)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9515	30001	Capital Projects	SDMC3	3951571424	3000000200	SSC Water Project Close	0000139124	(795,062.02)
1	6	KK_REV_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	30000	Revenue	349301	Sale of Junk		00000	Discretionary				Budget for Surplus and interes	0000140714	(20,294.00)
1	6	KK_REV_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	30000	Revenue	349301	Sale of Junk		00000	Discretionary				Correct revenue budget	0000140972	3.00
1	6	KK_REV_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	30000	Revenue	349301	Sale of Junk		00000	Discretionary				Correct Revenue Budget	0000140968	20,291.00
1	6	KK_REV_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	30000	Revenue	349301	Sale of Junk		38760	Disctrictwide FF&E				Correct Revenue Budget	0000140968	(20,291.00)
1	6	KK_REV_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	30000	Revenue	379301	Premium on Lease-Purchase Agre		00000	Discretionary				Correct revenue budget	0000140969	(3.00)
1	6	KK_REV_BUD	SDMC1	Adjustment	Unposted	37026	Local Capital Improvement 2026	30000	Revenue	379301	Premium on Lease-Purchase Agre		00000	Discretionary				Correct revenue budget	0000140969	3.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951532110	3000000200	Remove Bus Hub 25/26 Budget-Lo	0000139119	(1,500,000.00)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539720	3000000200	Move Barbara Harvey Addition f	0000140191	(8,500,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464101	FF&E-Capitalized	9615	38760	Disctrictwide FF&E				Move for asset reclass	0000139550	795.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464101	FF&E-Capitalized	9615	38760	Disctrictwide FF&E				Transfer funds to "capital" ch	0000139218	7,495.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464101	FF&E-Capitalized	9615	38760	Disctrictwide FF&E				Transfer funds to "capital" li	0000140011	7,289.98
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464201	FF&E-Non Capitalized	9321	38760	Disctrictwide FF&E				Move budget for FF&E Rm 537, 5	0000138924	10,469.86
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464201	FF&E-Non Capitalized	9512	30001	Capital Projects	SDMC3	3951200100	3951200405	TRANSLATION DEVICES ORDERED TH	0000139398	600.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464201	FF&E-Non Capitalized	9615	38760	Disctrictwide FF&E				Move for asset reclass	0000139550	(795.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464201	FF&E-Non Capitalized	9615	38760	Disctrictwide FF&E				Transfer funds to "capital" ch	0000139218	(7,495.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464201	FF&E-Non Capitalized	9615	38760	Disctrictwide FF&E				Transfer funds to "capital" li	0000140011	(7,289.98)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464201	FF&E-Non Capitalized	9798	38760	Disctrictwide FF&E				Move budget for FF&E Rm 537, 5	0000138924	(10,469.86)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464901	FF&E-Tech Related Non Cap	9571	35187	EOC / CBT Infrastructure/Hdwr				Move for BRH	0000139793	10,359.88
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464901	FF&E-Tech Related Non Cap	9571	35187	EOC / CBT Infrastructure/Hdwr				Move for BRH Gym per SH	0000140188	(10,359.88)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464901	FF&E-Tech Related Non Cap	9571	35187	EOC / CBT Infrastructure/Hdwr				Move to purchase refrigerant	0000139276	(1,100.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Unposted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	464901	FF&E-Tech Related Non Cap	9571	35187	EOC / CBT Infrastructure/Hdwr				Move for BRH	0000139793	(10,359.88)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	465201	Other Motor Vehicles	9512	38769	Vehicles - Other				Budget for Maintenance Vehicle	0000140209	450,000.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	467201	Imp other than Build-Non Cap	9515	30001	Capital Projects	SDMC3	3951531147	3000000200	Matzke Tower project	0000138939	199,931.74
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468101	Remodeling & Renovations-Cap	9515	30001	Capital Projects	SDMC3	3951537570	3000000200	Tillman Water Line project com	0000139114	(2,500,000.00)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468101	Remodeling & Renovations-Cap	9515	30001	Capital Projects	SDMC3	3951539865	3000000200	Move Barbara Harvey Addition f	0000140191	4,000,000.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200100	3951200700	Additional Portable budget per	0000139219	273,000.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951275325	3951275325	Lakewood Ranch Remediation Pro	0000140136	200,000.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951275325	3951275325	Lakewood Ranch Remediation sta	0000139416	200,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200085	3951200085	Install Halo Environment Detec	0000139683	(9,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200085	3951200085	need funds to start LRHS IAQ p	0000139748	(800,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200085	3951200085	portable money for moves	0000139685	(100,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200090	3951200090	Install Halo Environment Detec	0000139683	9,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200100	3951200405	TRANSLATION DEVICES ORDERED TH	0000139398	(600.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951200100	3951200700	portable money for moves	0000139685	100,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9512	30001	Capital Projects	SDMC3	3951275325	3951275325	need funds to start LRHS IAQ p	0000139748	800,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition and	468201	Remodeling & Renovations-NonCa	9571	34033	High Speed Fiber Network				Move for BRH Gym per SH	0000140188	10,35

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	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition an	468201	Remodeling & Renovations-NonCa	9571	34075	HVAC IT Data Center				Move to purchase refrigerant	0000139276	1,100.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition an	468201	Remodeling & Renovations-NonCa	9571	35187	EOC / CBT Infrastructure/Hdwr				Move for BRH	0000139793	(10,359.88)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Unposted	37026	Local Capital Improvement 2026	74010	Facilities Acquisition an	468201	Remodeling & Renovations-NonCa	9571	35187	EOC / CBT Infrastructure/Hdwr				Move for BRH	0000139793	10,359.88
1	6	KK_REV_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	30000	Revenue	343101	Interest on Investments		00000	Discretionary				Budget adj for additional inte	0000140276	(50,772.13)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539860	3000000200	Additional Budget needed for T	0000139469	(630,543.40)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539860	3000000200	Move interest budget to Tara	0000140703	23,960.69
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951575966	3000000200	Budget for balance of CM Contr	0000140189	26,811.44
1	6	KK_DET_BUD	SDMC1	Adjustment	Unposted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539860	3000000200	Additional Budget needed for T	0000139469	630,543.40
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951531005	3000000200	Move to 300 for remainder of c	0000139126	(3,431.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951531005	3000000200	ve to 100	0000140133	(1.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951531005	3000000300	Move to 300 for remainder of c	0000139126	3,431.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951531005	3000000300	ve to 100	0000140133	1.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951531215	3000000200	AV Cafe Equipment Palma Sola P	0000139000	(35,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951537575	3000000200	Additional Budget needed for T	0000140279	(630,543.40)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951537575	3000000200	Additional Budget needed for T	0000140700	(630,543.40)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539860	3000000200	Additional Budget needed for T	0000140279	630,543.40
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539860	3000000200	Additional Budget needed for T	0000140700	630,543.40
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951575966	3000000200	Move to 300 for Tell Communica	0000139127	(4,254.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951575966	3000000300	Move to 300 for Tell Communica	0000139127	4,254.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	464101	FF&E-Capitalized	9615	30001	Capital Projects	SDMC3	3951531215	3000000400	AV Cafe Equipment Palma Sola P	0000139000	174.99
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	464201	FF&E-Non Capitalized	9515	30001	Capital Projects	SDMC3	3951531215	3000000400	AV Cafe Equipment Palma Sola P	0000139000	(174.99)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	464801	FF&E-Tech Related Capitalized	9615	30001	Capital Projects	SDMC3	3951531215	3000000500	Transfer fund to "capital" cha	0000139404	9,495.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	464901	FF&E-Tech Related Non Cap	9615	30001	Capital Projects	SDMC3	3951531215	3000000500	AV Cafe Equipment Palma Sola P	0000139000	35,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39123	COPS Series 2023A	74010	Facilities Acquisition an	464901	FF&E-Tech Related Non Cap	9615	30001	Capital Projects	SDMC3	3951531215	3000000500	Transfer fund to "capital" cha	0000139404	(9,495.00)
1	6	KK_REV_BUD	SDMC1	Adjustment	Posted	39125	COPS Series 2025A	30000	Revenue	343101	Interest on Investments		00000	Discretionary				Budget for Surplus and interes	0000140714	(395,315.55)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39125	COPS Series 2025A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539360	3000000200	Move to 300	0000140272	(4,420.50)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39125	COPS Series 2025A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539360	3000000300	Move to 300	0000140272	4,420.50
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39126	COPS Series 2026A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951532050	3000000200	Move to 300	0000139835	(15,000.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39126	COPS Series 2026A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951532050	3000000300	Move to 300	0000139835	15,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39126	COPS Series 2026A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539380	3000000100	Move to 100	0000139419	1,078,755.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39126	COPS Series 2026A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539380	3000000100	Move to 100	0000139427	100,000.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39126	COPS Series 2026A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539380	3000000200	Move to 100	0000139419	(1,078,755.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39126	COPS Series 2026A	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539380	3000000200	Move to 100	0000139427	(100,000.00)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520140	3000000200	MTC Law Academy Close	0000139135	(21,759.62)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520140	3000000300	MTC Law Academy Close	0000139135	(15,674.90)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520145	3000000100	Move to 100	0000139467	29,730.00
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520145	3000000200	Move to 100	0000139467	(29,730.00)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	464201	FF&E-Non Capitalized	9515	30001	Capital Projects	SDMC3	3951520140	3000000400	MTC Law Academy Close	0000139135	(946.40)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	467101	Imp other than Build-Cap	9612	30001	Capital Projects	SDMC3	3951213760	3000000300	Lewis, Longman Walker, legal	0000139023	50,000.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	74010	Facilities Acquisition an	468101	Remodeling & Renovations-Cap	9515	30001	Capital Projects	SDMC3	3951520011	3000000200	Manatee ES Auditorium-Close	0000139131	(376,724.57)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539720	3000000200	Use impact fees for BH Additio	0000139145	4,000,000.00
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539849	3000000200	Parrish Community HS Addition	0000139142	(3,787,558.52)
1	6	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539849	3000000300	Parrish Community HS Addition	0000139142	(32,634.52)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539869	3000000200	Move to 200	0000140271	187,806.15
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539869	3000000300	Move to 200	0000140271	(187,806.15)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39198	Ed Facilities Security Grants	74010	Facilities Acquisition an	468101	Remodeling & Renovations-Cap	9515	30001	Capital Projects	SDMC3	3951500525	3000000200	Move to 300	0000139455	(12,200.00)
1	6	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	39198	Ed Facilities Security Grants	74010	Facilities Acquisition an	468101	Remodeling & Renovations-Cap	9515	30001	Capital Projects	SDMC3	3951500525	3000000300	Move to 300	0000139455	12,200.00
1																		**Total**		**(18,003,785.68)**

Food Service Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(11,369,626)	(11,369,626)	-	0.00%	
3XX	Revenues	(38,452,929)	(38,452,929)	-	0.00%	
3XX	Other Funding Source	(850)	(850)	-	0.00%	
76X	Food Services	39,351,410	39,351,560	150	0.00%	
97xx	Transfers Out		-	-	n/a	
9XX	Budgeted Fund Balance	10,471,995	10,471,845	(150)	0.00%	

Special Revenue Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-	-	-	n/a	
3XX	Revenues	(40,578,546)	(41,950,433)	(1,371,887)	3.38%	
3XX	Transfers In and Other Funding Sources	-	-	-	n/a	
5XX	Instructional	20,445,644	21,392,778	947,134	4.63%	
61X	Student Support Services	2,456,355	2,411,881	(44,474)	-1.81%	
62X	Instructional Media Services			-	n/a	
63X	Instruction and Curriculum Development	11,444,252	11,331,030	(113,222)	-0.99%	
64X	Instructional Staff Training	3,861,917	4,363,233	501,316	12.98%	1
65X	Instructional Technology	2,454	2,454	-	0.00%	
71X	Board			-	n/a	
72X	General Admin Superintendent	1,824,682	1,876,304	51,622	2.83%	
73X	School Administration	22,500	22,500	-	0.00%	
74X	Facility Acquisition and Construction	-	-	-	n/a	
75X	Fiscal Services	60,045	60,045	-	0.00%	
77X	Central Services	14,297	43,807	29,510	206.41%	2
78X	Transportation	446,400	446,400	-	0.00%	
79X	Operation of Plant	-	-	-	n/a	
81X	Maintenance of Plant	-	-	-	n/a	
82X	Administrative Technology	-	-	-	n/a	
91X	Community Services	-	-	-	n/a	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	-	-	-	n/a	

Special Revenue Fund
December 2025 Budget Amendment Summary

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Comprehensive Support Grant 25-26 Original Budget Upload from Award	451,636
25.26 IDEA Part B, K-12 Budget to match award letter.	35,101
Title IV 25-26 Charter Schools Budget Upload	14,579
Other misc adjustments	-
Total	501,316

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
Comprehensive Support Grant 25-26 Original Budget Upload from Award	25,305
LWR Prep Academy CSP budget adjustment to match approved amend #1	4,055
25.26 IDEA Part B, K-12 Budget to match award letter.	150
Other misc adjustments	-
Total	29,510

Special Revenue Fund
December 2025 Budget Amendment Details

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	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	413401	Other Cert Regular Pay	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	1,000.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	300,000.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	9310	15001	Grants Program	SDMC4	4931004206	6400000000	25.26 4206 IDEA Part B, K-12 B	0000139263	10,000.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	42,230.30
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	9310	15001	Grants Program	SDMC4	4931004206	6400000000	25.26 4206 IDEA Part B, K-12 B	0000139263	1,403.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	23,026.50
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	9310	15001	Grants Program	SDMC4	4931004206	6400000000	25.26 4206 IDEA Part B, K-12 B	0000139263	765.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	168.40
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	2.30
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	3,010.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	9310	15001	Grants Program	SDMC4	4931004206	6400000000	25.26 4206 IDEA Part B, K-12 B	0000139263	100.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	431001	Prof & Technical Services	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	69,000.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	433003	Out of County Travel	9305	15001	Grants Program	SDMC4	4930504116	6400000000	4116 Title IV 25-26 Charter Sc	0000140452	(5.44)
1	6	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	433003	Out of County Travel	9305	15001	Grants Program	SDMC4	4930504326	6400000000	4326 Title I Part A CC 9305 Tr	0000139776	(10,000.00)
1	6	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	433005	Out of State Travel	9305	15001	Grants Program	SDMC4	4930504326	6400000000	4326 Title I Part A CC 9305 Tr	0000139776	10,000.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	439401	Dist to Charter-NonFEFP	2181	15001	Grants Program	SDMC4	4930504116	6400000000	4116 Title IV 25-26 Charter Sc	0000140452	14,584.51
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	451001	Supplies	9310	15001	Grants Program	SDMC4	4931004206	6400000000	25.26 4206 IDEA Part B, K-12 B	0000139263	22,833.00
1	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	459001	Other Materials and Supplies	9305	15001	Grants Program	SDMC4	4930504226	6400000000	4226 Comprehensive Support Gra	0000140587	13,198.49
1																		Total		501,316.06

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	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	77110	Planning, Research Dev	436901	Technology-Related Rentals	9305	15001	Grants Program	SDMC4	4930504226	7710000000	4226 Comprehensive Support Gra	0000140587	25,304.84
2	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	77310	Personnel Services	473001	Dues and Fees	9310	15001	Grants Program	SDMC4	4931004206	7730000000	25.26 4206 IDEA Part B, K-12 B	0000139263	150.45
2	6	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	77610	Internal Services	439401	Dist to Charter-NonFEFP	2182	15001	Grants Program	SDMC4	4218204605	7760000000	4605 LWR Prep Academy CSP budg	0000140359	4,055.00
2																		Total		29,510.29

Health Insurance Fund
December Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(13,017,764)	(13,017,764)	-	0.00%	
3XX	Revenues	(61,731,720)	(61,731,720)	-	0.00%	
3XX	Transfers In	-	-	-	n/a	
77X	Central Services	63,597,486	63,597,486	-	0.00%	
9XX	Budgeted Fund Balance	11,151,997	11,151,997	0	0.00%	

Workers Comp Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(5,049,323)	(5,049,323)	-	0.00%	
3XX	Revenues	(3,000,000)	(3,000,000)	-	0.00%	
77X	Central Services	3,825,239	3,825,239	-	0.00%	
9XX	Budgeted Fund Balance	4,224,084	4,224,084	-	0.00%	

Trust & Agency Fund
December 2025 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,726,764)	(1,726,764)	-	0.00%	
3XX	Revenues	(855,407)	(860,407)	(5,000)	0.58%	
5XX	Instructional	2,533,796	2,533,796	-	0.00%	
61X	Student Support Services	1,324	1,324	-	0.00%	
63X	Instruction and Curriculum Development			-	n/a	
72X	General Admin Superintendent	16,900	16,900	-	0.00%	
76X	Food Services			-	n/a	
77X	Central Services	6,184	6,184	-	0.00%	
78X	Transportation			-	n/a	
79X	Operation of Plant	1,753	6,753	5,000	285.23%	1
91X	Community Services	22,214	22,214	-	0.00%	
9XX	Budgeted Fund Balance	0	0	-	0.00%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
FNS Donations	5,000
Other misc adjustments	-
Total	5,000

Trust & Agency Fund

November 2025 Budget Amendment Details

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	6	KK_DET_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	79010	Operation of Plant	451001	Supplies	9516	14259	FNS Donations				RevRec Offset Dec 2025	0000140889	5000.000
1																		Total		5,000.00

AGENDA ITEM NO. 13.2

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on April 7, 2026 (General Fund)

Executive Summary
Policies to be updated include the following:

Bylaw 0124 – Standards of Ethical Conduct (Revision)
Policy 1210 – Standards of Ethical Conduct
Policy 3210 – Standards of Ethical Conduct
Policy 4210 – Standards of Ethical Conduct
Bylaw 0131- Legislative/Policymaking (Revision)
Bylaw 0131.1 – Technical Edits (Revision)
Policy 1120 – Employment of Administrators (Revision)
Policy 3120 – Employment of Instructional Staff
Policy 4120 – Employment of Support Staff
Policy 1121.01 – Background Screenings and Employment History Checks (Revision)
Policy 3121.01 - Background Screenings and Employment History Checks
Policy 4121.01 - Background Screenings and Employment History Checks
Policy 1139 – Educator Misconduct (Revision)
Policy 3139 – Educator Misconduct
Policy 1213 – Student Supervision and Welfare (Revision)
Policy 3213 – Student Supervision and Welfare
Policy 4213 – Student Supervision and Welfare
Policy 1242 – Professional Development(Revision)
Policy 3242 – Professional Learning
Policy 4242 – Staff Development
Policy 1410 -Administrative Salary (Revision)
Policy 3410 - Compensation
Policy 2260 – Nondiscrimination and access to Equal Educational Opportunity (Revision
Policy 2410 – School Health Services (Revision)
Policy 2417 – Comprehensive Health Education (Revision)
Policy 3130 – Appointment, Assignment, Transfer, and Promotion of Instructional Staff (Revision)
Policy 5223 – Absences for Religious Instruction (New)
Policy 5330.01 – Self-Administered Medication (Revision)
Policy 5500 – Student Conduct (Revision)
Policy 5780 – Student/Parent Rights (Revision)
Policy 6233 – District Budget (Revision)
Policy 7544 – Social Media (Revision)
Policy 8407 – Safe-School Officers (Revision)
Policy 8415 – Emergency and Crisis Management (Revision)
Policy 8420 – Emergency Management, Emergency Preparedness (Revision)
Policy 8452 – Automated External Defibrillators (AED) (Revision)
Policy 8470 - Registered Sexual Predators/Sex Offenders
Policy 9800 – Charter Schools

The purpose of the requested amendment is to update the following School Board policies to conform to

current legislation and statutes.

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
Approval of advertising a Notice of Intent to Amend School Board Policies and setting a Public Hearing at the Board Meeting on April 7, 2026 (General Fund).

Financial Impact
Financial cost to policy updating and advertising will be allocated from the General Fund.

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
Part 1 Policies April 7
Part 2 Policies April 7
Part 3 Policies April 7

Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on April 7, 2025

Bylaw 0124 – Standards of Ethical Conduct (Revision)
Policy 1210 – Standards of Ethical Conduct
Policy 3210 – Standards of Ethical Conduct
Policy 4210 – Standards of Ethical Conduct
The revisions to Bylaw 0124 and Policies 1210, 3210, and 4210 incorporate provisions from SB 348 (Ch. 2025-85) regarding "stolen valor." Additionally, revisions to self-reporting requirements in the policies are intended to align further with the Principles of Professional Conduct for the Education Profession in Florida.

Bylaw 0131- Legislative/Policymaking (Revision)
Bylaw 0131 is revised to incorporate amendments to F.S. Chapter 120 as a result of SB 108 (Ch. 2025-189)

Bylaw 0131.1 – Technical Edits (Revision)
Bylaw 0131.1 is revised to incorporate a new definition of "technical change" based on SB 108 (Ch. 25-189) which amended F.S. 120.52 by adding a definition of "technical change."

Policy 1120 – Employment of Administrators (Revision)
Policy 3120 – Employment of Instructional Staff
Policy 4120 – Employment of Support Staff
The revisions to Policies 1120, 3120, and 4120 are the result of HB 1255 (Ch. 2025-110) which amended F.S. 1012.35.

Policy 1121.01 – Background Screenings and Employment History Checks (Revision)
Policy 3121.01 - Background Screenings and Employment History Checks
Policy 4121.01 - Background Screenings and Employment History Checks
The revision to Policies 1121.01, 3121.01, 4121.01, and 8475, and the accompanying drafting note, relates to the new requirement that specified agencies (which includes school districts) publish a clear and conspicuous link on their official website to the Agency for Health Care Administration's webpage related to the Care Provider Background Clearinghouse.

Policy 1139 – Educator Misconduct (Revision)
Policy 3139 – Educator Misconduct
The revisions to Policies 1139 and 3139 incorporate SB 1374 (Ch. 2025-56).

Policy 1213 – Student Supervision and Welfare (Revision)
Policy 3213 – Student Supervision and Welfare
Policy 4213 – Student Supervision and Welfare
Policies 1213, 3213, 4213, 7540.02, and 7544 have been revised to recognize that Twitter is now called X.

Policy 1242 – Professional Development(Revision)
Policy 3242 – Professional Learning
Policy 4242 – Staff Development
House Bill 875 (Ch. 2025-107) amended F.S. 1012.98 (School Community Professional Learning Act) related to the criteria for professional learning activities.

Policy 1410 -Administrative Salary (Revision)
Policy 3410 - Compensation
House Bill 1255 (Ch. 2025-110) amended F.S. 1001.03, 1004.04, and 1012.07 by renaming "critical teacher shortage areas" as "high-demand teacher needs areas."

Policy 2260 – Nondiscrimination and access to Equal Educational Opportunity (Revision
The changes including modifying "in-service training" to "professional learning and training" and deleting "administrators, and professional and classified staff" in the definition of "School District community" as it is too limited in scope when identifying examples of school board employees.

Policy 2410 – School Health Services (Revision)
Policy 2410 is revised to incorporate amendments to F.S. 1002.20 as a result of SB 1514 (Ch. 2025-47).

Policy 2417 – Comprehensive Health Education (Revision)
Policy 2417 has also been revised to incorporate HB 1607's new requirement that school districts provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class.

Policy 3130 – Appointment, Assignment, Transfer, and Promotion of Instructional Staff (Revision)
The revisions to Policy 3130 relate to qualifications of instructional personnel in teacher preparation programs. These revisions are intended to better align Policy 3130 with F.S. 1004.04.

Policy 5223 – Absences for Religious Instruction (New)
Policy 5223 has been revised to remove the requirement that a parent/guardian must indemnify/release the school board as a condition to participating in religious instruction. These revisions are intended to align with Florida's expanded protections of parent/student rights.

Policy 5330.01 – Self-Administered Medication (Revision)
Policy 5330.01 is revised to include a cross reference to Policy 5780 - *Student/Parent Rights*. This cross reference is added in light of the proposed revisions to Policy 5780 related to diabetes management (as a result of HB 597 (Ch. 2025-15)).

Policy 5500 – Student Conduct (Revision)
These new provisions are based on HB 1255 (amending F.S. 1006.13).

Policy 5780 – Student/Parent Rights (Revision)
The revisions to Policy 5780 incorporate HB 597 (Ch. 2025-15) and HB 1255 (Ch. 2025-110).

Policy 6233 – District Budget (Revision)
The revisions to Policy 6233 implement F.S. 252.391 (Emergency financial plans).

Policy 7544 – Social Media (Revision)
Policies 1213, 3213, 4213, and 7544 have been revised to recognize that Twitter is now called X.

Policy 8407 – Safe-School Officers (Revision)
New FDLE reporting requirements are also included in the revisions.

Policy 8415 – Emergency and Crisis Management (Revision)
SDMC revisions to clarify hurricane duty/pay.

Policy 8420 – Emergency Management, Emergency Preparedness (Revision)
The revisions to Policy 8420 are based on SB 1470 (Ch. 2025-58).

Policy 8452 – Automated External Defibrillators (AED) (Revision)
The revisions to Policy 8452 are the result of HB 1607 (Ch. 2025-67).

Policy 8470 - Registered Sexual Predators/Sex Offenders
Revisions based on F.S. 856.022.

Policy 9800 – Charter Schools
The revisions to Policy 9800 incorporate HB 443 (Ch. 2025-106) and HB 1105 (Ch. 2025-109).

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of STANDARDS OF ETHICAL CONDUCT
Code	*po0124 fsj 2/1/26
Status	
Adopted	November 9, 2016
Last Revised	January 25, 2022

0124 - **STANDARDS OF ETHICAL CONDUCT**

The School Board hereby establishes the principles enumerated in the *Principles of Professional Conduct of the Education Profession in Florida* as the District's standards of ethical conduct and requires all Board members to adhere to them.

Mandatory Training

Members of the Board shall complete four (4) hours of ethics training each calendar year that addresses, at a minimum, the constitutional "Sunshine Law" provisions (Article II, Section 8), the statutory Code of Ethics for Public Officers and Employees (F.S. Chapter 112, Part III), and the public records and public meetings laws. This requirement may be satisfied by completion of a continuing legal education class or other continuing professional education class, seminar, or presentation if the required subjects are covered.

Members of the Board are also required to complete training annually on the standards of ethical conduct established in this bylaw. Each Board member shall submit confirmation of completion of ethics training to the Agency Clerk.

Gifts

Members of the Board may not solicit any gift or knowingly accept, directly or indirectly, a gift valued in excess of the statutory limit (NOTE: The statutory limit is $50.00) or 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 individual's agency. "Vendor" is defined by F.S. 112.3148 relating to gifts and F.S. 112.3149 relating to honoraria to mean a business entity doing business directly with an agency, such as renting, leasing, or selling realty, goods, or services. The term "gift" has the same meaning as in F.S. 112.312(12). This prohibition applies as well to relatives, as defined in F.S. 112.312(21).

In addition to the foregoing, members of the Board shall not solicit or accept anything of value including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the Board member would be influenced thereby.

Board members are further required to follow all Florida laws applicable to the solicitation or acceptance of gifts, including F.S. 112.313 and 112.3148. Board members must review these laws upon taking office and are encouraged to do so periodically during the course of their term in office.

Stolen Valor

Candidates for, and members of the Board, the Superintendent, and Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:
    1. a service member or veteran of the Armed Forces of the United States;
    2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
    3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
    4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.
B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means any thing of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining State or local public office through election or

appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Responsibilities Related to Allegations of Misconduct

Pursuant to F.S. 1001.42(7), a Board member may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the Board member knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel or school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of this provision will result in the forfeit of the Board member's salary for one (1) year.

Appointment or Employment of Relative

Pursuant to F.S. 1012.23(2), Board members may not appoint or employ a relative, as defined in F.S. 112.3135, to work under their direct supervision. This limitation does not apply to employees appointed or employed before the election or appointment of the Board member.
F.S. 112.3131
F.S. 112.317

Revised 8/11/20
Revised 4/13/21
Revised 1/25/22

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F.S. 112.312
F.S. 112.313
F.S. 112.3131
F.S. 112.3142
F.S. 112.3148
F.S. 112.3149
F.S. 112.317
F.S. 1001.42(6)
F.S. 1001.421
F.S. 1012.23
F.A.C. 6A-10.081

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Status	
Adopted	November 9, 2016
Last Revised	July 22, 2025

0131 - **LEGISLATIVE/POLICYMAKING**

The School Board is the policymaking body for the School District. After considering recommendations submitted by the Superintendent, the Board shall adopt bylaws and policies for the organization and operation of the Board and efficient operation and general improvement of the School District. The Board, by majority vote, may direct the superintendent to develop policies for recommendation on topics of interest to the Board.

The term "rule" for ~~purpose~~purposes of this policy is defined in F.S. 120.52; it does not include "curricula by an educational unit". As used in this bylaw, the ~~term~~terms "rule" and "policy" shall have the same definition. The development or prescription of curriculum by the Board is removed from the procedural requirements for policymaking.

F.S. 1001.41

The Board may determine policy matters governed by permissive law, but not on matters governed by mandatory law. No policy can be in conflict with the operative law of the State or with State Board of Education rules. Any provision of a collective bargaining agreement which is ratified by the Board and affects collective bargaining members shall prevail over any Board policy conflicting with the agreement during the term of the agreement.

Board adoption of policies or revisions to policies shall be pursuant to Florida statutes.

F.S. 120.536(1), 120.54

Policy Development

[ ] [END OF OPTION]

The Superintendent shall publish notice of the development of a proposed policy at least seven (7) days before providing notice of a proposed policy as required below. The notice of policy development ~~shall~~must indicate the subject area to be addressed by the policy development; provide a short, plain explanation of the purpose and effect of the policy development; cite the grant of rulemaking authority for the proposed policy and the law being implemented ~~specific legal authority for the proposed policy~~; include the proposed policy number; and state how a person may obtain or access, without cost, a copy of any preliminary draft of the proposed policy or incorporated documents~~, if available~~.

The Board may hold workshops for the purpose of policy development or information gathering for the preparation of the statement of estimated regulatory costs after publication of the notice of policy development. Any affected person may request in writing that the Board hold a workshop for policy development, and the Board will then hold such workshop unless it explains in writing why a workshop is unnecessary.

F.S. 120.54(2)

Adopting Policies

The Superintendent shall present any proposal relating to a policy amendment, the repeal of any policy, or the adoption of a new policy in writing to the Board including a written explanation of the proposal in accordance with Florida law.

A. Notice of Proposed Policy: After the Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a policy, the Superintendent shall give immediate and proper written notice to the public pursuant to the provisions of Florida law. The notice shall include a brief and concise explanation of the proposed policy's purpose and effect, the proposed policy number, a concise summary of the estimate of economic impact to all individuals affected by the proposed new policy or revision of an existing policy and a website address where the estimated regulatory costs can be viewed if a summary has been prepared, the legal authority for the Board's action, the location where the text of the proposed revision to current policy or new policy may be obtained or accessed, ~~and~~ the procedure for requesting a public hearing on the proposed policy, and the name, email address, and telephone number of the employee who may be contacted regarding the intended action.

~~**[ ] [END OF OPTION]**~~

B. Hearings: Any person who is affected by a proposed policy, policy revision, or the repeal of a policy, may within twenty-one (21) days following notice of the proposal to adopt or repeal such policy, file a written request with the Board for a hearing on the proposed action.

The Board may also, on its own initiative, schedule a public hearing for any proposed policy adoption, revision, or repeal.

C. Rulemaking Record: Any material pertinent to the issues under consideration submitted to the Board within twenty-one (21) days after the date of publication of the notice under paragraph B above or submitted to the Board between the date of publication of the notice and the end of the final public hearing shall be considered by the Board and made a part of the record of the rulemaking proceeding.

D. Board Action: The Board's final vote to adopt, amend, or repeal a policy will occur no sooner than twenty-eight (28) days following publication of the published notice in paragraph A above.

E. The Superintendent shall file immediately in his/her office a copy of any new policy, policy revision, or repealed policy adopted by the Board; policy handbooks and the Board's website shall be updated accordingly.

F. All policies shall become effective upon adoption by the Board, unless another time certain date is specified therein. The Board may adopt a policy authorized by law and necessary for the proper implementation of a statute prior to the effective date of the statute, but the policy may not be effective until the statute upon which it is based is effective.

F.S. 120.54

Notices

All notices pertaining to policymaking may be published:

A. by publication in a newspaper qualified under F.S. Chapter 50, in the affected area or on a publicly accessible website as provided in F.S. 50.0311;

B. by posting on the District's website not less than seven (7) days before the public meeting, hearing, or workshop; and

C. by mail to persons who have requested advance notice and to organizations representing persons affected by the policy; and,

D. by posting in appropriate places so that those particular classes of persons to whom the intended action is directed may be duly notified.

~~**Incorporation by Reference**~~

~~A policy may incorporate material by reference, but only as the material exists on the date the policy is adopted. For purposes of the policy, changes in material are not effective unless the policy is amended to incorporate the changes. Material incorporated by reference in a policy may not incorporate additional material by reference unless the policy specifically identifies the additional material. The reference in the policy to the material being incorporated must include a date or other designation, so that the reader will know exactly what version of the material has been adopted and made part of the rule.~~

~~F.S. 120.54(1)(i)(1)~~

~~A District policy that incorporates by specific reference another policy of the District automatically incorporates subsequent amendments to the referenced policy, unless a contrary intent is clearly indicated in the referencing policy. Any notice of amendments to a policy that has been incorporated by specific reference in other policies of the District must explain the effect of the amendments on the referencing policies.~~

~~F.S. 120.54(1)(i)(2)~~

~~Material may not be incorporated into Board policies by reference unless:~~

~~A. the material can be made available for free public access through electronic hyperlink from the Board's website listing the policy and making the reference; or,~~

~~B. the District has determined that posting of the material on the internet for purposes of public examination and inspection would constitute a violation of Federal copyright law, in which case a statement to that effect, along with the addresses and locations of the District office at which the material is available for public inspection, is included in the notice required.~~

~~F.S. 120.54(1)(i)(3)(17)~~

Emergency Policies

The Board may determine that the public health, safety, or welfare is endangered and that immediate action is required to protect the public interest. When this occurs, the Board, at any meeting in which a quorum is present, may adopt emergency policies, without complying with the waiting period as provided above. The Superintendent shall properly record the effective date for any such emergency policy. Any emergency policy shall not be valid in excess of ninety (90) days from the adoption or effective date.

Public Input and Access to Policies

Any Board employee, citizen, or agency may submit a policy proposal to the Superintendent's office.

A copy of the compiled policies shall be available for inspection in the Superintendent's office.

The Board policies shall also be accessible on the District's website.

Revised 5/24/22
Revised 10/22/24
Revised 7/22/25

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F.S. 120

F.S. 120.536(1)

F.S. 120.54

F.S. 120.54(1)(i)(1)

F.S. 120.54(1)(i)(2)

F.S. 120.54(1)(i)(3)(17)

F.S. 120.54(2)

F.S. 120.56(1)

F.S. 120.56(2)

F.S. 1001.41

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Title	Copy of TECHNICAL EDITS
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Last Revised	June 10, 2025

0131.1 - **TECHNICAL EDITS**

Periodically it may be deemed necessary to make technical edits to policies that have already been adopted through normal procedures. ~~These technical edits may include~~ Technical changes are corrections to citations or grammatical, typographical, or similar errors that do not affect the substance of the policy.~~consolidation of sections; transfer of sections; combining or dividing sections; renumbering subsections, sections, chapters and titles; edits or additions for grammatical or typographical errors; and/or alterations and omissions not affecting the constructions or meaning of those sections, subsections, chapters, titles, or policies as a whole, and are of a non-substantive nature.~~

The Superintendent is authorized to identify and undertake technical changes~~corrections~~ as identified above found in the policies and regulations. Upon completion of the technical and formatting changes~~corrections~~, the Superintendent shall provide a brief summary of the changes~~corrections~~ to the Board for review. Should the Board determine that a correction is substantive in nature, it will utilize the normal policy adoption procedure in Policy 0131 - *Legislative/Policymaking* to adopt the amendments to the policy or regulation.

Revised 6/10/25

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Legal F.S. 11.242

Book	Policy Manual
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Last Revised	November 14, 2023

1120 - **EMPLOYMENT OF ADMINISTRATORS**

The School Board recognizes that it is vital to the successful operation of the District that administrative positions created by the Board be filled with highly qualified and competent personnel.

Administrators include District personnel who perform management activities such as developing broad policies for the School District and executing those policies through direction of all personnel throughout the District, and who supervise the resources, operations, and management of school(s) and/or department(s) and meet established qualifications. Pursuant to F.S. 1012.01, administrative personnel include District-based instructional administrators, District-based non-instructional administrators, and school administrators.

To be eligible for employment in an administrative position requiring certification, an individual must be of good moral character and hold a valid certificate issued pursuant to Florida law and the rules of the State Board of Education. A copy of the certificate shall be filed with the District.

The Superintendent shall recommend candidates for employment, compensation, and term of employment to the Board.

Any administrative staff member's misstatement of fact material to qualifications for employment or the determination of salary shall be considered to constitute grounds for dismissal.

A candidate shall be disqualified from employment in any administrative position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315.

A person is ineligible for educator certification or employment in any position that requires direct contact with students if:

A. they are on the disqualification list maintained by the Florida Department of Education under F.S. 1001.10(4)(b),

B. they are registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C),

C. they are ineligible based on a security background investigation under F.S.435.04;

~~Beginning January 1, 2025, or a later date as determined by the~~ The Agency for Health Care Administration, the Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a District school.

D. they would be ineligible for an exemption under F.S. 435.07(4)(c):f

E. they have been convicted or found guilty of, have had adjudication withheld for, or has pled guilty or nolo contendere to (1) any criminal act in another state or under federal law which, if committed in Florida, constitutes a disqualifying offense under F.S. 435.04(2) or (2) any delinquent act committed in Florida or any delinquent or criminal act committed in another state or under Federal law which, if committed in Florida, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under F.S. 943.0435.

Individuals who apply for employment are governed by the law and rules in effect at the time of application for employment, provided that continuity of employment is maintained.

In addition, the Board shall allow an individual with a temporary certificate in educational leadership to be eligible for administrative positions for which State certification in educational leadership is required. Pursuant to State law and rules adopted by the State Board of Education, an individual must earn a passing score on the Florida Educational Leadership Examination, document three (3) years of successful experience in an executive management or leadership position, and hold a bachelor's degree or higher from an accredited institution of higher learning to qualify for a temporary certificate in educational leadership. A person who is employed under a temporary certificate in educational leadership must be under the mentorship of a State-certificated school administrator during the term of the temporary certificate.

The Superintendent shall also conduct employment history checks of all candidates for administrative positions. The employment history check shall include, but not be limited to, contacting any previous employer and screening the candidate through the use of the screening tools described in State law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

The Board may establish reciprocal certification agreements with other Florida school districts whose employment and/or certification requirements are comparable to those of the School District.

The Board shall require a candidate for employment with an out-of-district certificate not comparable to the District Certification to complete all requirements for initial employment and certification.

F.S. 1012.33 states that "the first ninety-seven (97) days of an initial principal's or supervisor's contract is a probationary period. During the probationary period, the employee may be dismissed without cause or may resign from the contractual position without breach of contract." This statement means that individuals who are appointed into their initial administrative positions in the State of Florida will have a ninety-seven (97) day probationary period.

All administrators shall become familiar with the policies of the Board and other policies, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the District. Any administrator employed by the Board who shall be guilty of any willful violation of the policies of the Board shall be subject to discipline up to and including termination.

General Knowledge Examination Assistance

Any employee who does not achieve a passing score on any subtest of the general knowledge examination will be provided information regarding the availability of State-level and District-level supports and instruction to assist him/her in achieving a passing score. Such information will include, but is not limited to, State-level test information guides, School District preparation resources, and preparation courses offered by State universities and Florida college system institutions.

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Revised 5/24/22
Revised 12/13/22
Revised 11/14/23

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F.S. 1012.01

F.S. 1001.10

F.S. 1012.23

F.S. 1012.315

F.S. 1012.32

F.S. 1012.33

F.S. 1012.55

F.S. 1012.56

42 U.S.C. 9858f

Book	Policy Manual
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Last Revised	November 14, 2023

1121.01 - **BACKGROUND SCREENING AND EMPLOYMENT HISTORY CHECKS**

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all administrative positions shall be subject to a criminal background screening to determine eligibility for employment. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal and State law.

The application for employment shall inform the applicants that they are subject to a criminal background screening and employment history check.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's (AHCA) webpage related to the Care Provider Background Clearinghouse. ~~[DRAFTING NOTE: AHCA is not required to activate the website until January 1, 2026.]~~ Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32. Criminal history checks through the Care Provider Background Screening will be conducted before referring an employee or potential employee or a person with a current or potential affiliation with the District for electronic fingerprint submission to the Florida Department of Law Enforcement. For purposes of this policy, "affiliation" means the status of a person employed or serving as a volunteer or contractor, or seeking to be employed or to serve as a volunteer or contractor, with the District in a position for which screening is not required by law but is authorized under the National Child Protection Act.

If it is found that a person who is employed as an administrator does not meet the screening requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, may not be employed, engaged to provide services, or serve in any position that requires direct contact with students. For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Furthermore, before employing an administrator in any position that requires direct contact with students, the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the Superintendent shall document efforts to contact the employer (F.S. 1012.27(6)). Background screenings for these candidates must also comply with the requirements of F.S. 1012.465 or F.S. 1012.56 (whichever is applicable).

Pursuant to State law, all administrators employed by the District must self-report arrests for serious offenses (see AP 1121.01).

The cost of this subsequent background screening will be borne by the Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal background check with other school districts.

Current employees will be rescreened through the Care Provider Background Screening Clearinghouse in accordance with the following schedule:

A. Employees for whom the last screening was conducted on or before June 30, 2021, must be rescreened by June 30, 2025;

B. Employees for whom the last screen was conducted between July 1, 2021, and June 30, 2022, must be rescreened by June 30, 2026; and

C. Employees for whom the last screening was conducted between July 1, 2022, and December 31, 2023, must be screened by June 30, 2027.

Furthermore, if information received as a result of the criminal history records check indicates that a certificated administrator has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - Mandatory Reporting of Misconduct.

Changes to Initial Status - Care Provider Background Screening Clearinghouse

Before January 1, 2024, initial status and any changes in status must be reported within ten (10) business days after a person receives his/her initial status or after a change in the person's status has been made.

Effective January 1, 2024, initial status and any changes in status must be reported within five (5) business days after a person receives his/her initial status or after a change in the person's status has been made.

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Revised 5/24/22
Revised 3/28/23
Revised 11/14/23

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F.S. 435.09
F.S. 435.12
F.S. 448.095
F.S. 943.0435
F.S. 943.0585(4)(a)
F.S. 943.059(4)(a)
F.S. 1001.41
F.S. 1001.42
F.S. 1012.23
F.S. 1012.27
F.S. 1012.315
F.S. 1012.32
F.S. 1012.465
F.S. 1012.56
F.A.C. 6A-10.083
Federal Immigration Reform and Control Act of 1986
8 U.S.C. 1255a

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1139 - **EDUCATOR MISCONDUCT**

As required by the provisions of State Board of Education ~~Rule F.A.C. 6B-1.006(5)~~rules and the *Principles of Professional Conduct of the Education Profession in Florida*, an administrator is required to self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such ~~notice~~self-report ~~shall~~is not to be considered an admission of guilt nor shall such ~~notice~~self-report be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, self-reporting shall also be required for any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this policy, the District shall comply with the confidentiality provisions in Florida statutes.

Furthermore, all legally sufficient complaints against an administrator shall be reported to the Department of Education within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the Board or the office of the Superintendent. A complaint is legally sufficient for reporting if the subject matter of the complaint includes any of the grounds for discipline or dismissal set forth in Florida statutes.

The Superintendent shall require that all legally sufficient complaints are timely filed in writing with the Department of Education. The Superintendent shall file with the Department of Education all information relating to the complaint which is known to the Superintendent at the time of filing. Additionally, Policy 8141 sets forth the procedures for mandatory reporting of alleged misconduct by school administrators to the Florida Department of Education.

It is the responsibility of all employees of the Board to promptly report to the office of the Superintendent or the Human Resources Department any complaint against an administrator that comes to the employee's attention and that includes grounds for the revocation or suspension of a teaching certificate. The willful failure by an employee of the Board to promptly report a complaint shall constitute cause for discipline of the employee as provided by law and Board policy.

F.S. 1012.22

F.S. 1012.799

F.A.C. 6A-10.081

~~F.A.C. 6B-1.006~~

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F.S. 943.0585(4)(c)

F.S. 943.059(4)(c)

F.S. 1012.22

F.S. 1012.795

F.S. 1012.796

F.S. 1012.799

F.A.C. 6A-10.081

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1210 - **STANDARDS OF ETHICAL CONDUCT**

For purposes of this policy, the term administrator means all certificated and noncertificated administrators.

Administrators shall be guided by and adhere to the following ethical principles:

A. The administrator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

B. The administrator's primary professional concern will always be for the student and for the development of the student's potential. The administrator will, therefore, strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. The administrator strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District administrators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual administrator's certificate, or the other penalties as provided by law, as well as disciplinary action, including but not limited to termination of employment.

A. An administrator's obligation to the District requires that the District administrator shall:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;
2. not unreasonably restrain a student from independent action in pursuit of learning;
3. not unreasonably deny a student access to diverse points of view;
4. not intentionally suppress or distort subject matter relevant to a student's academic program;
5. not intentionally provide classroom instruction to students in kindergarten through grade 3 on sexual orientation or gender identity;
6. not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46;
7. not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by State academic standards as adopted in F.A.C. 6A-1.09401, as is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend;
8. not intentionally violate or deny a student's legal rights;
9. not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01;
10. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination; discrimination on the basis of race, color, national origin, or sex includes subjecting any students to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believes any of the concept listed in F.S. 1000.05(4)(a);
11. not exploit a relationship with a student for personal gain or advantage;
12. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
13. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;

14. not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution; and,

15. not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

16. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;

17. not use institutional privileges for personal gain or advantage; (see also Policy 1129, *Conflict of Interest*)

18. accept no gratuity, gift, or favor that might influence professional judgment; (see also Policy 1129, *Conflict of Interest*)

    (NOTE: Pursuant to F.S. 112.313, no administrator shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

19. offer no gratuity, gift, or favor to obtain special advantages; (see also Policy 1129, *Conflict of Interest*)

20. maintain honesty in all professional dealings;

21. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;

22. not interfere with a colleague's exercise of political or civil rights and responsibilities;

23. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination;

24. not make malicious or intentionally false statements about a colleague;

25. not use coercive means or promise special treatment to influence professional judgments of colleagues;

26. not misrepresent one's own professional qualifications;

27. not submit fraudulent information on any document in connection with professional activities;

28. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;

29. not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;

30. provide upon the request of a certificated individual a written statement of the specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;

31. not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules;

32. self-report within forty-eight (48) hours to ~~appropriate authorities (as determined by the District)~~a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance;

    Such ~~notice shall~~ self-report is not to be considered an admission of guilt nor shall such ~~notice~~self-report be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory.

    In addition, administrators shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and F.S. 943.059(4)(c).

33. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

34. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

35. comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice;

36. as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

B. No administrative staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 1129, *Conflict of Interest*)

C. All District administrative staff members shall adhere to the principles enumerated above.

All administrators shall be required to complete training on the standards established herein upon employment and annually thereafter.

Stolen Valor

The Superintendent and Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:

1. a service member or veteran of the Armed Forces of the United States;
2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.

B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means any thing of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining state or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Violations are subject to disciplinary action up to and including dismissal.

Certificate Holder Serving as Principal

Pursuant to the *Principles of Professional Conduct for the Education Profession*, a principal who is a certificate holder shall not prevent, direct school personnel to prevent, or allow school personnel to prevent students from accessing any material used in a classroom, made available in a school or classroom library, or included on a reading list unless the certificate holder or his/her designee has reviewed the material and determines it violates the prohibitions in State law, or the material is unavailable to students based upon Board policies adopted to implement the relevant provisions of F.S. 1006.28.

F.S. 112.3131

F.S. 112.317

Revised 2/13/18
Revised 12/11/18
Revised 9/28/21
Revised 5/9/23
Revised 7/30/24
Revised 12/2/25

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F.S. 112.312

F.S. 112.313

F.S. 112.317

F.S. 112.3131

F.S. 1001.42(6)

F.S. 1001.421

F.S. 1006.32

F.S. 1012.23

F.A.C. 6A-10.081

Book	Policy Manual
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1213 - **STUDENT SUPERVISION AND WELFARE**

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

A. An administrator shall report immediately any accidents or safety hazards about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious and Potential Threats to Schools*.

C. An administrator shall require staff under his/her supervision to provide proper instruction in safety matters as presented in assigned course guides.

D. An administrator shall not send students on any nonschool-related errands.

E. An administrator shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.

F. An administrator shall notify the parent of a student 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 in the school's ability to provide a safe and supportive learning environment for the student. Notice shall be made as soon as reasonably possible. The administrator shall make a good faith effort to speak with the parent either in person or by telephone, with follow-up written notice by e-mail or U.S. mail.

Exception - Withholding of Information

An administrator is permitted to withhold information about a student's mental, emotional, or physical health or well-being from the parent if a reasonably prudent person would believe that the disclosure would result in abuse, abandonment, or neglect, as those are defined in F.S. 39.01. When information is withheld from a parent on this basis, the specific circumstances should be documented in the student's record (F.S. 1001.42(8)(c)2.)

Regardless of whether an administrator withholds information set forth herein, pursuant of State law, any administrator who knows or has reasonable cause to suspect that a child or student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare, is required to report such knowledge or suspicion to the Florida Department of Children and Families via the central abused hotline at 1-800-96-ABUSE (1800-962-2873) or via face, web-based chat, or web-based report.

G. An administrator 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.

H. An administrator shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

I. An administrator shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An administrator who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

J. An administrator shall not disclose personally identifiable information about a student to third persons unless specifically authorized by law or the student's parent(s) to do so.

K. An administrator who is transporting a student should not do so unless accompanied by another adult.

L. A student shall not be required to perform work or services that may be detrimental to his/her health.

M. Administrators are discouraged from engaging students in social media and online networking media, including but not limited to such as Facebook, X (formerly known as Twitter,) Snapchat, Instagram, etc.

N. Administrators are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State, each administrator shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

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Revised 8/11/20
Revised 1/25/22
Revised 9/13/22
Revised 5/9/23

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F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
F.S. 1003.32
F.S. 1006.07
20 U.S.C. 1232
34 C.F.R. Part 99

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1242 - **PROFESSIONAL DEVELOPMENT**

Professional Development System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers consortia, professional organizations, and business/community representatives in Florida to maintain a coordinated system of professional development. The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education in the workforce.

The District's comprehensive professional development plan will incorporate school improvement plans, will align with the Florida Professional Development System Evaluation Protocol Standards, which support the framework for standards adopted by Learning Forward and will align with the principal leadership training. Furthermore, the results of the performance evaluations of administrators conducted pursuant to State law and School Board Policy 1220 will be used when identifying areas for which professional development is needed.

As part of its effort to develop and refine its professional development plan, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The Board will provide funding for professional development as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional development. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for administrators shall focus on an analysis of student achievement data, the use of the Board-adopted evaluation program for instructional staff, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

The District shall also provide in-service activities and support targeted to the individual needs of new administrators participating in the professional development certification and education competency program.

Additionally, the District shall make available, on a space available basis, in-service activities to instructional personnel who are designated as administrators of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants.

The Superintendent shall establish and maintain an individual professional development plan for each administrator assigned to a school as a seamless component to the school improvement plans developed pursuant to State law. The individual professional development plan established by the Superintendent shall:

A. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;

B. include an evaluation component that determines the effectiveness of the professional development plan;

C. include in-service activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management;

D. provide for systematic consultation with regional and State personnel designated to provide technical assistance and evaluation of local professional development programs;

E. provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs;

F. provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

G. provide training, when such training is available, on the use of instructional materials included on the State-adopted instructional materials list pursuant to F.S. 1006.28, materials evaluated and identified pursuant to F.S. 1001.215(4), materials developed pursuant to F.S. 1006.39, and materials posted online by the FLDOE, including when and how to use intervention materials.

Professional learning activities must be linked to student learning, ~~and~~provide professional growth for administrative staff ~~will~~and utilize materials aligned to the Florida Educational Leadership Standards adopted in rule by the State Board of Education.

~~By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional learning system that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.~~Annually by August 1, the Superintendent shall certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

Professional Learning Catalog

A. Components

As part of its coordinated system of professional development, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with the (FLDOE) Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
    a. addressing the specific objectives;
    b. increasing educator knowledge and skills;
    c. changing educator dispositions or practice in the educational setting; and,
    d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

B. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. dates of participation;

3. satisfactory or unsatisfactory completion; and,

4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a professional certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

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F.S. 1001.42

F.S. 1011.62

F.S. 1011.67

F.S. 1012.22

F.S. 1012.34

F.S. 1012.98

F.S. 1012.985

F.S. 1012.986

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1410 - **ADMINISTRATIVE SALARY**

The base salary of all administrators shall be determined by the School Board and shall be authorized by the following salary schedules adopted by the Board on the recommendation of the Superintendent:

A. the annual salary schedule for District-based administrators;

B. the grandfathered salary schedule for school administrators who were hired before July 1, 2014; and

C. the performance salary schedule for school administrators who are hired after July 1, 2014, and those administrators who have opted into this performance salary schedule.

If budget constraints in any given year limit the Board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the District

Annual Salary Schedule for District-Based Administrators

The annual salary schedule for District-based administrators shall be used as the basis for paying administrators classified as District-based instructional administrators and district-based non-instructional administrators. For purposes of this salary schedule District-based instructional administrators include assistant, associate, or deputy superintendents and directors of major instructional areas, such as curriculum, Federal programs such as Title I, specialized instructional program areas such as exceptional student education, career education, and similar areas, and non-instructional administrators include assistant, associate, or deputy superintendents and directors of major non-instructional areas, such as personnel, construction, facilities, transportation, data processing, and finance.

The annual salary schedule shall provide a salary adjustment for advanced degrees earned if the degree is held in the administrator's area of certification.

Grandfathered Salary Schedule for School Administrators

The grandfathered salary schedule shall be used as the basis for paying school administrators hired before July 1, 2014. For purposes of this salary schedule, "school administrators" include school principals; school directors who are staff members performing the assigned activities as the administrative head of a school; career center directors; and assistant principals.

The grandfathered salary schedule for school administrators shall base a portion of the school administrator's salary on demonstrated performance as evaluated in accordance with State law and Policy 1220, Evaluation of Administrative Personnel.

The grandfathered salary schedule for school administrators shall provide differentiated pay that is based upon the following District-determined factors:

A. additional responsibilities;

Upon the recommendation of the Superintendent, the Board shall approve a list of additional responsibilities for which school administrators shall receive differentiated pay.

The Deputy Superintendent of Instruction shall submit to the Superintendent a list of school administrators who are assigned one (1) or more of the additional responsibilities approved by the Board for the current school year.

By the first Board meeting in October, the Superintendent will authorize payment of the salary adjustment specified in the Board-adopted salary schedule to the school administrators who are assigned additional responsibilities.

At a subsequent regular meeting of the Board, the list of school administrators who will receive this salary adjustment shall be provided to the Board members.

B. school demographics;

Upon the recommendation of the Superintendent, the Board shall approve a list of school demographics for which school administrators shall receive differentiated pay.

The Deputy Superintendent of Instruction shall submit to the Superintendent a list of school administrators who are assigned to schools that have the demographics that were approved by the Board for the current school year.

By the first Board meeting in October, the Superintendent will authorize payment of the amount specified in the Board-adopted salary schedule as a salary adjustment for assignment to a school that has the demographics listed above.

At a subsequent regular meeting of the Board, the list of school administrators who will receive this salary adjustment shall be provided to the Board members.

C. ~~critical shortage~~high-demand teacher needs areas;
The Deputy Superintendent of Instruction shall submit to the Superintendent a list of school administrators assigned to positions that have been identified as ~~critical shortage~~high-demand teacher needs areas;by the State Board of Education or District.

By the first Board meeting in October, the Superintendent will authorize payment of the amount specified in the Board-adopted salary schedule as a salary adjustment for the compensation of the school administrators assigned in ~~critical shortage~~high-demand teacher needs areas;.

At a subsequent regular meeting of the Board, the list of school administrators who will receive this adjustment shall be provided to the Board members.

D. level of job performance difficulties;

Upon the recommendation of the Superintendent, the Board shall approve a list of job performance difficulties for which school administrators shall receive differentiated pay.

The Deputy Superintendent of Instruction shall submit to the Superintendent a list of staff members whose assignment is characterized by the job performance difficulties that were approved by the Board for the current school year.

By the first Board meeting in October, the Superintendent will authorize payment of the amount specified in the adopted salary schedule as a salary adjustment to the school administrators eligible as a result of these job performance difficulties inherent in their assignment.

At a subsequent regular meeting of the Board, the list of school administrators who will receive this adjustment shall be provided to the Board members.

As provided by law, these annual salary adjustments become part of the school-based administrator's base salary for the next school year.

Salary Supplements

In addition to the annual salary adjustments described above, the Board shall also award the following salary supplements as annual additions to the salaries:

A. for administrators who were hired before July 1, 2011, for any advanced degree held;

B. for administrators who were hired after July 1, 2011, if they hold an advanced degree in their area of certification.

Performance Salary Schedule for School Administrators

Beginning July 1, 2014, school administrators new to the district, returning to the Ddistrict after a break in service without an authorized leave of absence, or appointed for the first time to a school-based administrative position in the District shall be placed on the performance salary schedule. After receiving a recommendation from the Superintendent, the Board shall establish the base salary for these school-based administrators.

The base salary for administrators who choose to move from the grandfathered salary schedule to the performance salary schedule will be the salary they received in the prior year, including adjustments only.

A. **Salary Adjustments**

The annual salary adjustment under the performance salary schedule for a school-based administrator rated as highly effective must be greater than the highest annual salary adjustment available to a school-based administrator of the same classification through any other salary schedule adopted by the District.

The annual salary adjustment under the performance salary schedule for a school-based administrator rated as effective must be equal to at least fifty percent (50%), and no more than seventy-five percent (75%), of the annual adjustment provided for a highly effective school-based administrator of the same classification.

The performance salary schedule shall not provide an annual salary adjustment for a school-based administrator who receives a rating other than highly effective or effective for the year.

B. **Salary Supplements**

In addition to the annual salary adjustments described above, the Board shall also award salary supplements that are annual additions to the school-based administrator's salary. Salary supplements shall be paid for the following activities:

1. assignment to a Title I eligible school;

The Deputy Superintendent of Instruction will submit to the Superintendent a list of school-based administrators who are assigned to a Title I school.

The Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for assignment to a Title I school.

At a subsequent regular meeting of the Board, the list of administrators who will receive this supplement shall be provided to the Board members.

2. assignment to a school that received an "F" or three (3) consecutive grades of "D" pursuant to the school grading system established by State law;

   The Deputy Superintendent of Instruction will submit to the Superintendent a list of administrators who were assigned to a school that improved by at least one grade level for the previous school year.

   The Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for one (1) year following improved performance in the school regardless of whether or not the administrator is assigned to the school that improved for the current school year.

   At a subsequent regular meeting of the Board, the list of administrators who will receive this supplement shall be provided to the Board members.

3. certification and teaching in the ~~critical teacher shortage~~high-demand teacher needs areas identified by the State Board of Education and/or District pursuant to State law;

   The Deputy Superintendent of Instruction shall submit to the Superintendent a list of school-based administrators assigned to positions that have been identified as ~~critical shortage~~ high-demand teacher needs areas by the State Board of Education or District.

   By October 1st, the Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for the school-based administrators assigned in ~~critical shortage areas~~high-demand teacher needs .

   At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board members.

4. advanced degree in the area of certification.

   The Deputy Superintendent of Instruction shall submit to the Superintendent a list of staff members who have earned advanced degrees in their area of certification.

   By October 1st, the Superintendent will authorize payment of the supplement specified in the performance salary schedule for school-based administrators for the school-based administrators who have earned advanced degrees in their area of certification.

   At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

Credit for Previous Experience

The salary established for District administrators and the base salary established for school administrators under the performance salary schedule will include a credit for previous experience in a position with similar responsibilities, as follows:

A. The minimum time that will be recognized as a year of service is full-time actual service rendered for more than one-half (1/2) of the number of days or more than one-half (1/2) of the number of hours for the normal contractual period of service for the position held. In determining such service, sick leave and paid holidays shall be counted, but all other types of leave and holidays will be excluded.

B. Credit for service in another state or as otherwise allowed under the adopted salary schedule shall be determined by using the minimum service required in this District for a comparable position.

C. Transfer of previous experience in a position with similar responsibilities:

   1. will include all previous experience with this District;

   2. may not exceed twelve (12) years of experience from other employers;

   3. must have been earned in a position that contributed to a State retirement system or at a school that was, at the time the experience was earned, fully accredited by one (1) of the six (6) regional accrediting bodies listed below:

      a. Southern Association of Colleges and Schools

      b. Western Association of Schools and Colleges

      c. Northwest Association of Accredited Schools

      d. North Central Association of Colleges and Schools

      e. New England Association of Schools and Colleges

      f. Middle States Association of Colleges and Schools

D. An employee who claims credit for previous experience must complete and submit the Experience Verification Form (Form 1410 F1) within the first fourteen (14) days of employment, in order to receive credit for years of service.

Bonuses or Severance Pay

Any salary adjustments or supplements that would constitute bonuses must be based upon work performance. The determination of such bonus must include a process that describes performance standards and an evaluation process consistent with Policy 1220, Evaluation of Administrative Personnel. All employees eligible for such a bonus will be notified before the beginning of the evaluation period on which the bonus is to be based.

If the Board provides a bonus and/or severance pay to administrative staff that is not included in the employment contract, the bonus and/or severance pay shall strictly comply with the provisions of F.S. 215.425 that pertain to such bonuses and/or severance pay.

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Revised 10/22/24

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F.S. 215.425

F.S. 1001.42

F.S. 1001.43

F.S. 1011.60

F.S. 1012.01

F.S. 1012.22

F.S. 1012.32

F.S. 1012.33

F.S. 1012.34

F.A.C. 6A-1.052, Salary Schedules to be Adopted for All Personnel

F.A.C. 6A-1.064, Forms for Contracts for Instructional and Professional Administrative Personnel, and Other Personnel

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2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

I. General Statement

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship, and/or personal sense of self-worth. As such, the School Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race, color, national origin, sex (including sexual orientation, gender 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").

The Board does not, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, subject individuals to training, instruction or any other required activity that is prohibited under F.S. 760.10 and F.S. 1000.05. Prohibited discrimination also occurs when any student or employee is subjected to training or instruction that is unlawful under F.S. 1000.05.

The Board also does not discriminate on the basis of protected classes in its employment policies and practices as they relate to students.

Equal educational opportunities shall be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

Further, nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

In order to achieve the aforesaid goal, the Superintendent shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the protected classes, as well as sexual orientation or transgender identity, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society;

B. Staff Training

develop ~~an ongoing program of in-service training~~professional learning and training opportunities for school personnel designed to identify and solve problems of bias based upon the protected classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of the protected classes, in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations;

2. verify that facilities are made available for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group that is officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society pursuant to Board Policy 7510 - Use of District Facilities;

D. District Support

verify that like aspects of the District's program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Assessment

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the protected classes,

as well as sexual orientation or transgender identity.

F. **Definitions**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

Respondent is the individual who has been alleged to have engaged in unlawful discrimination/retaliation, regardless of whether the reporting party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

School District community means students and Board employees ~~(i.e., administrators, and professional and classified staff)~~, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

G. **District Compliance Officer(s)**

1. Compliance Officers

   For current contact information of the School District's Section 504 Compliance Officer/ADA Coordinator and Title IX Coordinators, please visit www.manateeschools.net/titleix or call (941) 708-8770.

2. Publication

   The name(s), title(s), and contact information of this/these individual(s) will be published annually in the staff handbooks and/or on the School District's website.

3. Duties and Responsibilities

   The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The CO(s) shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parents, staff members, and the general public. A copy of each of the acts and regulations on which this notice is based may be found in the CO's office.

4. Students with Disabilities, Limited English Proficiency, or Other Needing Additional Services

   The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit procedures and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading, and writing, on an annual basis (see AP 2260F). The Superintendent is responsible for verifying that a concentration of students who are Limited English Proficient (LEP) in one or more programs is not the result of discrimination.

5. The Board is committed to educating (or providing for the education of) each qualified person with a disability with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Board operates a separate class or facility that is identifiable as being for persons with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without a disability.

H. **Reports and Complaints of Unlawful Discrimination and Retaliation**

Students and Board employees are required, and all other members of the School District community and Third Parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. Any

teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO at his/her first convenience and/or within two (2) business days.

Members of the School District community, which includes students or third parties, who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Harassment, the Principal believes that the reported misconduct may constitute unlawful discrimination based on a protected class, the Principal shall report the act to one of the COs who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept reports of unlawful discrimination/retaliation directly from any member of the School District community Third Party, or receive reports that are initially filed with another Board employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the Complainant, if age eighteen (18) or older, or the Complainant's parents/guardians if the Complainant is under the age of eighteen (18), within two (2) school days to advise s/he/them of the Board's intent to investigate the alleged wrongdoing.

I. Investigation and Complaint Procedure

Except for sex discrimination and/or Sexual Harassment that is covered by Policy 2264 – *Nondiscrimination on the Basis of Sex in Education Programs and Activities* or Policy 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)*, any student who alleges to have been subjected to unlawful discrimination or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights ("OCR"). The Atlanta Office of the OCR can be reached at 61 Forsyth Street, SW. - Suite 19T10, Atlanta, GA 30303-8927 Phone: (404) 974-9406 FAX; (404) 974-9471 Web: http://www.ed.gov/ocr.

1. Informal Complaint Procedure

   The goal of the informal complaint procedure is to promptly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student alleges unlawful discrimination/retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint.

   The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

   Students who believe that they have been unlawfully discriminated/retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

   All complaints involving a District employee or any other adult member of the School District community and a student will be formally investigated.

2. As an initial course of action, if a Complainant feels comfortable and safe doing so, the individual should tell or otherwise inform the Respondent that the allegedly discriminatory/retaliatory conduct is inappropriate and must stop. The Complainant should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel the Complainant when taking this

initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to directly approach the Respondent about the inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination (e.g., sex discrimination), the CO may advise against the use of the informal complaint process.

3. A Complainant who alleges unlawful discrimination/retaliation may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the COs.

   All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

   The School District's informal complaint procedure is designed to provide the Complainant with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful discrimination/retaliation, informal resolution may involve, but not be limited to, one (1) or more of the following:

   a. Advising the Complainant about how to communicate concerns to the Respondent.

   b. Distributing a copy of Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity to the individuals in the school building or office where the Respondent works or attends.

   c. If both parties agree, the CO may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee is directed to attempt to resolve all informal complaints within fifteen (15) days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the COs in accordance with the Board's records retention policy and/or student records policy. (See Policy 8310)

D. Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the Complainant, from the outset, elects to file a formal complaint, or the Compliance Officer(s) determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, or other District official at the student's school, the CO, Superintendent, or another District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs. If a Complainant informs a teacher, Principal, or other District official at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent a detailed description of the facts upon which the complaint is based (i.e., when where, and what occurred); a list of potential witnesses; and the resolution sought by the complainant.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult Complainant to assess whether the individual agrees with the proposed action. If the complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the Superintendent.

Within two (2) days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the complainant has been subjected to unlawful discrimination/retaliation. A Principal will not conduct an investigation unless directed to do so by the CO.

Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

1. interviews with the complainant;
2. interviews with the respondent;
3. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
4. consideration of any documentation or other information presented by the complainant, respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in unlawful discrimination/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or designee, the Superintendent must either issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

If the Superintendent determines the Respondent engaged in unlawful discrimination/retaliation toward the Complainant, the Superintendent must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

VI. Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the complainant, the respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

All records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the CO in accordance with the Board's records retention policy. Any records that are considered student education records in accordance with the Family Educational Rights and Privacy Act or under Florida's student records law will be maintained in a manner consistent with the provisions of the Federal and State law.

VII. Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

VIII. **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

IX. **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content-appropriate.

X. **Retention of Investigatory Records and Materials**

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

A. all written reports/allegations/complaints/statements;

B. narratives of all verbal reports/allegations/complaints/statements;

C. a narrative of all actions taken by District personnel;

D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;

E. written witness statements;

F. narratives of, notes from, or audio, video, or digital recordings of witness statements;

G. all documentary evidence;

H. e-mails, texts, or social media posts pertaining to the investigation;

I. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;

J. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;

K. dated written determinations to the parties;

L. dated written descriptions of verbal notifications to the parties;

M. written documentation of any interim measures offered and/or provided to complainants, including no-contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;

N. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;

O. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no-contact orders issued to both parties, the dates the no-contact orders were issued, and the dates the parties acknowledged receipt of the no-contact orders;

P. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);

Q. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination, harassment, or retaliation; and

R. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, and Policy 8320 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 10/23/18
Revised 8/13/19
Revised 11/9/21
Revised 4/12/22
Revised 3/28/23
Revised 10/22/24

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Legal

F.S. 553.501 et seq., Florida Americans with Disabilities Accessibility Implementation Act

F.S. 760.021

F.S. 760.08

F.S. 1000.05, Florida Educational Equity Act

F.A.C. 6A-19.001

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

34 C.F.R. Part 110 (7/27/93)

29 C.F.R. Part 1635

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of SCHOOL HEALTH SERVICES
Code	*po2410 fsj 2/2/26
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Last Revised	August 23, 2022

2410 - **SCHOOL HEALTH SERVICES**

Health Services

The School Board shall cooperate with the health department to address all school health matters as required by the School Health Services Act F.S. 381.0056. The District, including the school health committee, and the Manatee County Health Department shall jointly develop a school health services plan approved by the Board. The Student Services Procedures Manual and the Student/Parent Elementary and Secondary Handbook should be referenced.

The "school health services plan" will describe the services to be provided, the responsibility for provision of the services, the anticipated expenditures to provide the services, and evidence of cooperative planning by the District, including the school health advisory committee, and the health department. Each school health advisory committee must, at a minimum, include members who represent the eight (8) component areas of the Coordinated School Health model as defined by the Centers for Disease Control and Prevention.

The Superintendent, in addition to the school health advisory committee, shall develop the school health services plan jointly with the health department and submit it to the Board for approval.

The school health services plan will be completed biennially and approved and signed by the Superintendent, Board Chairperson, health department medical director or administrator, and the Department of Health's district administrator. The school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the Superintendent and the health department medical director or administrator.

The school health services plan is to include, at a minimum, provisions for all of the following:

A. health appraisal;

B. records review;

C. nurse assessment;

D. nutrition assessment;

E. a preventive dental program;

F. vision screening;

G. hearing screening;

H. scoliosis screening at the appropriate age;

I. growth and development screening;

J. health counseling;

K. referral and follow-up of suspected or confirmed health problems by the health department;

L. meeting emergency health needs in each school;

M. county health department personnel to assist school personnel in health education curriculum development;

N. referral of students to appropriate health treatment, in cooperation with the private health community whenever possible;

O. consultation with a student's parent or guardian regarding the need for health attention by the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated;

P. maintenance of records on incidents of health problems, corrective measures taken, and such other information as may be needed to plan and evaluate health programs; except, however, that provisions in the plan for maintenance of health records of individual students must be in accordance with F.S. 1002.22;

Q. health information which will be provided by the school health nurses, when necessary, regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs;

R. notification to the local nonpublic schools of the school health services program and the opportunity for representatives of the local nonpublic schools to participate in the development of the cooperative health services plan;

S. a reasonable attempt to notify a student's parent, guardian, or caregiver if 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, including and subject to the requirements and exceptions established under F.S. 1002.20 (3) and F.S. 1002.33 (9), as applicable.

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.

T. budget and staffing information;

U. number and levels of public and nonpublic schools and number of student served;

V. communicable disease policies;

W. immunization policies;

X. initial school entry health examination policy;

Y. health services reporting procedure;

Z. advisory committee activities and membership; and

AA. School District and county public health unit personnel responsible for coordinating health services.

The school health services plan will describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of funding source.

Protocols for supervision of school health services personnel shall be described in the school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards. These shall be kept on file at the District and the health department.

Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the health department medical director in conjunction with the Board, school health advisory committee, the District medical consultant, or the student's private physician.

Notice to Parents

At the beginning of the school year, the District will notify parents of each healthcare service offered at their student's school and of the option to withhold consent or decline any specific service.

COVID-19 Prohibitions

Neither the Board nor any Board agent or employee may:

A. impose a COVID-19 vaccination mandate for students; or

B. prohibit a student from attending school or school-sponsored activities, prohibit a student from being on school property, or subject 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.

Anaphylaxis Training and Emergency Action Plans for Kindergarten Through Grade 8 Schools

Each school in the District that serves students in kindergarten through grade 8 shall provide training to an adequate number of school personnel and contracted personnel in preventing and responding to allergic reactions, including anaphylaxis. ~~**[DRAFTING NOTE: The next sentence is to provide guidance on implementing the requirement that the training be provided to "an adequate school personnel and contracted personnel." The position identified in the next sentence may want to consult with District health care professionals to identify how many students at a particular school may have allergy issues, the nature of the allergies, and the staff assigned to the school who may be able to respond.**~~] The _____Deputy Superintendent of Instruction shall be responsible for determining the number of personnel to be trained at each school site. The training must comply with State Board of Education Rules and include recognizing the signs of an anaphylactic reaction and administering an FDA-approved epinephrine delivery device that has a pre-measured, appropriate weight-based dose.

For each student in kindergarten through grade 8 who has an emergency action plan for anaphylaxis, such plan must be in effect and accessible at all times when the student is on school grounds during the school day or participating in school-sponsored activities. This includes extra-curricular activities, athletics, school dances, and contracted before school or after-school programs at the student's school.

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 may delay notification for no more than twenty-four (24) hours after a student is removed if the principal deems the delay to be in the student's best interest and (1) 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; or (2) the principal reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

Contact with Mental Health Professionals During a Student Crisis

During a student crisis situation, school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to F.S. 394.463, unless the child poses an imminent danger to themselves or others, before initiating an involuntary examination pursuant to F.S. 394.463. Such Contact may be in person or using telehealth as defined in F.S. 456.467. The mental health professional may be available to the District either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team or be a direct or contracted District employee.

Mental Health Services

Mental health counseling services, case management services, and human and social services may be provided to students at a school site under mutual agreements with community-based public or private agencies. Each service provided shall be on a case-by-case basis with prior written approval of the student's parent or guardian.

The Superintendent shall work to assist schools in providing information to children and families by providing a directory of referral sources for professional mental health services for children and families in need of such services. All schools should reference the "Referral Sources for Children and Families Manual" for licensed Mental Health Professionals. The following information should be listed in the directory:

A. the location of a Referral Sources Manual

B. information on mental health referral

C. information on substance abuse referrals

D. phone numbers and addresses of mental health providers

E. a copy of the District's release letter for obtaining assistance

F. additional resource for outpatient/inpatient services

G. inpatient unit services for District children and adolescents

H. employee assistance programs and contacts

The Superintendent shall develop and update as needed administrative procedures to implement this policy.

Contracts with Mental Health Service Providers

The District may contract for mental health services with a community-based mental health service provider for mental health screening for the identification of mental health concerns. Any such agreement shall provide that students who may be at risk for mental health disorders and are referred to such a provider shall be assessed within fifteen (15) days of referral. Mental health services must be initiated within fifteen (15) days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within thirty (30) days after the school or District makes a referral.

Parents of a student receiving services under such a contract shall be provided information about other behavioral health services available through the student's school or local community-based behavioral health services providers by providing information about and Internet addresses for web-based directories or guides for local behavioral health services.

Individuals living in a household with a student receiving services under such a contract shall be provided information about behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Water Safety and Swimming Certification

Beginning with the 2022-2023 school year, each school shall provide information of the important role water safety education courses and swimming lessons play in saving lives to a parent who initially enrolls their child in the school or the student if the student is eighteen (18) years of age or older. The information will be provided electronically or in hand copy and must include local options for age-appropriate water safety courses and swimming lessons that result in a certificate indicating successful completion, including courses and lessons offered for free or at a reduced price.

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F.S. 349.495(7)
F.S. 381.00319
F.S. 381.0056
F.S. 39.201
F.S. 394.463
F.S. 1002.20
F.S. 1002.22
F.S. 1003.22
F.S. 1003.225
F.S. 1003.453
F.S. 1011.62
F.A.C. 64F-6.002

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of COMPREHENSIVE HEALTH EDUCATION
Code	*po2417 2/2/26 fsj
Status	
Adopted	June 14, 2022
Last Revised	November 14, 2023

2417 - **COMPREHENSIVE HEALTH EDUCATION**

Pursuant to State law, the School Board shall provide an evidence-based, medically-accurate comprehensive instruction on:

A. health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

1. injury prevention and safety;
2. internet safety:
3. nutrition;
4. personal health;
5. prevention and control of disease;
6. substance use and abuse; and
7. prevention of child sexual abuse, exploitation, and human trafficking.

B. life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

1. self-awareness and self-management;
2. responsible decision-making;
3. resiliency;
4. relationship skills and conflict resolution;
5. understanding and respecting other viewpoints and backgrounds;
6. for students in grades 9 through 12, developing leadership skills, interpersonal skills, organizational skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using State career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

C. for students in grades 7 through 12, teen dating violence and abuse. This component will include, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

D. for students in grades 6 through 12, an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

E. for students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

Additionally, the District shall notify parents of students of the availability of the Florida Department of Education's online instructional material.

The health education and life skills instruction and materials may not contradict the principles enumerated in F.S. 1003.42.

~~However, classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in prekindergarten through grade 8, except when required by F.S. 1003.42 and F.S. 1003.46. If such instruction is provided in grades 9 through 12, the instruction must be age-appropriate or developmentally appropriate for students in accordance with State standards.~~

Instruction will include basic training in first aid, including cardiopulmonary resuscitation (CPR), once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must allow students to practice the psychomotor skills associated with

performing cardiopulmonary resuscitation and include the use of an automated external defibrillator (AED).

Instruction in Acquired Immune Deficiency Syndrome, Sexually Transmitted Diseases, or Health Education

The Board shall provide instruction in acquired immune deficiency syndrome education as a specific area of health education in accordance with the requirements of F.S. 1003.46. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention.

Throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, schools shall:

A. classify males and females as provided in F.S. 1000.21 and teach that biological males impregnate biological females by fertilizing the female egg with male sperm; that the female then gestates the offspring; and that these reproductive roles are binary, stable, and unchangeable;

B. teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage;

C. emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems;

D. teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others; and,

E. provide instruction and material that is appropriate for the grade and age of the student.

This instruction shall enable students to master the standards set forth in the State academic standards.

The health education instruction will include basic training in first aid, including at least one (1) hour of cardiopulmonary resuscitation (CPR) instruction for students in grades 9 and 11. The CPR training will be based on a nationally recognized program that uses current evidence-based emergency cardiovascular care guidelines. The instruction will allow students to practice the psychomotor skills associated with performing CPR. Students will be provided instruction in the use of an automated external defibrillator when available.

Health education materials shall, at all times, reflect current theory, knowledge, and practice, and shall be evidence-based and proven effective. The materials shall be available for review at each school site.

Parent Opt-Out

Any student whose parent makes a written request to the school principal shall be permitted to opt-out from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption and shall be given alternative assignments during this time.

Parents shall be notified of their right and the process to request an exemption. The District's website homepage includes a link for a student's parent to access and review the instructional materials, as defined in F.S. 1006.29, to teach the curriculum.

The District shall annually review and confirm that the information provided on the District's website homepage is accurate and up to date and shall notify parents by physical or electronic means any time revisions are made to such information.

Florida Department of Education Approved Materials

The Florida Department of Education shall approve all materials used by the Board to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in F.S. 1003.42.

Instructional Personnel Training

Personnel providing instruction in human sexuality shall receive training based on District approved standards, prior to presenting such instruction.

Instruction in CPR/AED

The Board further requires that the comprehensive health education curriculum include cardiopulmonary resuscitation (CPR) instruction, which includes psychomotor and automated external defibrillator (AED) skills, to all students.

The Board requires that the curriculum content on which this instruction is based be developed by the American Heart Association, American Red Cross or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for CPR. This curriculum content shall include at least the following:

A. Classroom instruction about the appropriate use of an automated external defibrillator (AED), which may be taught digitally (e.g., video, webinar, et cetera) and about the proper use of CPR.

B. Hands-on practice of the psychomotor skills of CPR to enhance the students' understanding of the cognitive knowledge presented.

This curriculum shall be taught beginning in grades 6 and 8 and continue throughout high school and successful completion of the high school comprehensive health curriculum, which includes CPR instruction, is required for graduation. Although all students will be afforded the opportunity to earn CPR/AED certification, earning such certification shall not be required to demonstrate successful completion of the program of instruction at either the middle or high school levels.

Revised ~~11~~/14/23

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F.S. 1003.42

F.S. 1003.453

F.S. 1003.46

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of EMPLOYMENT OF INSTRUCTIONAL STAFF
Code	*po3120 fsj 2/1/26
Status	
Adopted	June 27, 2017
Last Revised	December 2, 2025

3120 - **EMPLOYMENT OF INSTRUCTIONAL STAFF**

The School Board recognizes that it is vital to the successful operation of this Schoole District that positions created by the Board be filled with certified and competent personnel.

For purposes of this policy, instructional staff is defined as written in F.S. 1012.01.

The Superintendent shall also conduct employment history checks of all candidates for instructional staff positions. The employment history check shall include, but not be limited to, contacting any previous employer, reviewing each affidavit of separation from previous employers pursuant to FS 1012.31, and screening the candidate through the use of the screening tools described in State law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

Any instructional staff member's misstatement of fact material to qualification for employment or the determination of salary shall be considered to constitute grounds for dismissal.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315, or if the candidate has been terminated or resigned in lieu of termination for sexual misconduct with a student.

A person is ineligible for educator certification or employment in any position that requires direct contact with students if:

A. they are on the disqualification list maintained by the Florida Department of Education under F to F.S. 1001.10(4)(b);

B. they are registered as a sex offender as described in 42 U.S.C. 9858f(c)(l)(C);

C. they are ineligible based on a security background investigation under F.S.435.04;

Beginning January 1, 2025, or a later date as determined by the Agency for Health Care Administration, the Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a District school.

D. they would be ineligible for an exemption under F.S. 435.07(4)(c);

E. they have been convicted or found guilty of, have had adjudication withheld for, or have pied guilty or nolo contendere to(l) any criminal act in another state or under federal law which, if committed in Florida, constitutes a disqualifying offense under F.S. 435.04(2) or (2) any delinquent act committed in Florida or any delinquent or criminal act committed in another state or under Federal law which, if committed in Florida, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under F.S. 943.0435.

The Board shall approve employment, upon recommendation of the Superintendent.

Individuals who apply for employment are governed by the law and rules in effect at the time of application for employment, provided that continuity of employment is maintained.

Upon Board approval of employment, each instructional staff member shall execute a written contract as required by State law and Policy 3128 - *Contracts: Instructional Personnel*.

INSTRUCTIONAL PERSONNEL

Qualifications of instructional personnel shall be as required by law and Florida Administrative Code. To be eligible for appointment in any position in the District, a person must be of good moral character; must have attained the age of eighteen (18) years; and must, when required by law, hold a certificate or license issued under rules of the state Board of Education or the Department of Children and Family Services, except when employed pursuant to F.S. 1012.55 or under the emergency provisions of F.S.
1012.24. Previous residence in this State shall not be required in any school of the state as a prerequisite for any person holding a valid Florida certificate or license to serve in an instructional capacity.

Any employee who does not achieve a passing score on any subtest of the general knowledge examination will be provided information regarding the availability of State level and District-level supports and instruction to assist him/her in achieving a passing score. Such information will include, but is not limited to, State-level test information guides, School District

preparation resources, and preparation courses offered by State universities and Florida college system institutions.

CERTIFICATION

A. State Certification

For purposes of this policy, "primary instructor" refers to any instructional employee of a Florida public school district who provides direct support in the learning process by planning, delivering, and evaluating instruction, including through virtual or blended environments, for all students during the entire class period.

Teachers who teach in classes for which FEFP funds are earned shall be certified teachers as defined in F.S. 1012.56 and the Florida State Board of Education Administrative Rule, F.A.C. 6A-1.0503 and 6A-1.0502.

B. In-Field

To be considered 'in-field', a primary instructor must meet one of the following qualifications:

1. the teacher is assigned to a course covering subject matter for which the teacher holds a certificate per F.S. 1012.55; or

2. demonstrates sufficient subject matter expertise as determined by F.A.C. 6A-1.0503 (2ah).

F.S. 1012.42

C. District Certification

Nondegreed Vocational Certificate: It is the intent of the Board that nondegreed vocational instructional personnel possess the credentials, knowledge, and/or expertise necessary to provide quality education in the School District. The purpose of District certification is to provide evidence of instructional qualifications in order to protect the interest of students, parents, and the public. The requirements for District certification may be found in the Board Nondegreed Vocational Employment and Certification Procedures.

Non-degreed Vocational Employment and Certification Process:

1. Basic Qualifications: The Superintendent or designee shall insure that each candidate for employment in a non-degreed full-time vocational instructional position meets minimum requirements for employment and shall maintain records of such information in the candidate's official personnel file. The candidate must meet the same requirements with age and fingerprinting as the other full-time teachers in addition must meet occupational expertise.

2. Occupational Expertise: Must hold at least a high school diploma or the equivalent based on general education development tests or other achievement tests approved by the State Board which establishes the equivalency for a high school diploma, and establishes the minimum competency in the area of assignment based on the following criteria:

    a. Occupational expertise shall be established in the area of assignment by one of the plans specified below:

        1. Plan One: At least three (3) years of full-time occupational experience or the equivalent in part-time experience in the occupational field of the teaching assignment; or

        2. Plan Two: A minimum of two (2) years of full-time occupational experience or the equivalent in part-time experience in the occupational field of the teaching assignment in combination with one of the options listed below:

            a. Thirty-six (36) semester hours of college credit. The college credit must have been earned at an accredited institution as specified in F.A.C. 6A-4.003, in skills or theory courses related to the instructional assignment; or

            b. Successful completion of a program of training. The training program must be specific to the area of assignment and completed at a postsecondary vocational or technical institution approved by the State Board for vocational education in the state where the institution is located; or

            c. A valid certificate, registration, or license which was issued by a recognized State or national credentialing agency in an area specific to the area of assignment. The list of appropriate credentials and the recognized credentialing agencies which is compiled and published by the Chancellor of Career Technical & Adult Education Office; or

            d. A certificate of completion of an apprenticeship as established by the United States Department of Labor, the Florida Department of Labor, or any state apprenticeship department which is specific to the area of assignment; or

            e. Thirty (30) semester hours of college credit. The college credit must have been earned by occupational competency tests (NOCTI tests) in the area of assignment at an institution which is approved by the State Board for vocational education in the state where the institution is located; or

        f. A verification of the candidate's occupational competency shall be conducted. The verification of occupational competency shall be signed off by the District's Director of Human Resources and the Executive Director of Career and Technical Education.

3. Plan Three: A minimum of one (1) year of full-time occupational experience or the equivalent in part-time experience in the occupational field of the teaching assignment and a bachelor's or higher degree. The degree must have been completed at an accredited institution as specified in Rule 6A-4.003, FAC, with an undergraduate or graduate degree major related to the instructional assignment.

b. Other requirements shall be:

1. Occupational experience shall be gained as a wage earner after age sixteen (16);

2. The occupational experience shall be verified by former employers; or for self-employment, experience in a family-owned business, or experience at a firm no longer in business, the experience shall be verified by an individual knowledgeable of the applicant's service. Employment verification shall not be accepted from the applicant or family members. The verification shall be documented by the Director of Human Resources or his/her designee. The verification shall specify the dates of employment, job title(s), and full-time or part-time employment. When employment was part-time, the number of hours worked per week shall be included. A portfolio of work may be appropriate to verify freelance work. The portfolio must include the client's name and contact information along with the number of hours required to complete the assignment.

3. When occupational credentialing is required for program approval or for students to obtain an appropriate level of employment, the applicant shall be required to present the appropriate valid certificate, registration, or license described in subparagraph C.2.a.2.c above.

4. Regency of experience or training shall be required in the occupational field of the teaching assignment as follows:

a. At least six (6) weeks of occupational experience gained within the five (5) year period immediately preceding the date of application for employment, or

b. At least three (3) semester hours of college credit earned with the five (5) year period immediately preceding the date of application for employment. The college credit shall be earned at an accredited institution as specified in F.A.C. 6A-4.003, and shall be completed in skills or theory courses related to the area of assignment, or

c. Completion of a vocational training program as described in C.2.a.2.b. above, or completion of an apprenticeship program as described in C.2.a.2.d. above within the five (5) year period immediately preceding the date of application for employment, or

d. One (1) year of successful teaching experience in the program area of assignment during the five (5) year period immediately preceding the date of application for employment.

SDMC Professional District Certificate:

A five (5) year Professional District Certificate is required for continued employment beyond the expiration date of the SDMC Temporary District Certificate and shall be issued to non-degreed full-time vocational instructional personnel after the third year of employment in accordance with Board policy for certificated personnel and when all of the requirements specified below have been met:

1. Three (3) years of successful teaching in the area for which occupational expertise was established; and

2. Completion of the Vocational Certification Program which includes one course in each of the following areas: Teaching Special Needs Students, Teaching Methods, Lesson Planning and Evaluation, Course Construction. A combination of courses from the Florida Association of Career and Technical Education (FACTE), MyPGS (District training platform), Florida Diagnostic and Learning Resources System (FDLRS) or equivalent college courses (pre-approved by the Executive Director of Adult, Career and Technical Education or designee) is acceptable. It is the teacher's responsibility to register for the required courses and report completion to the Human Resources Department, Certification Specialist. The teacher must complete all required courses prior to the expiration date on the Temporary District Teaching Certificate.

D. Adjunct Teaching Certificate:

The District may issue an adjunct teaching certificate to an instructional applicant who meets the requirements of F.S. 1012.56 (2) (a)-(f) and (10) and who has expertise in the subject area to be taught as evidenced by passing a subject area test.

Each adjunct teaching certificate is valid through the term of the annual contact between the educator and the District. An additional annual certification and an additional contract may be awarded by the District at the District's discretion but only if the applicant is rated effective or highly effective during each year of teaching under the adjunct teaching certificate.

The District may issue an adjunct teaching certificate to any applicant who fulfills the requirements of State law and who has subject-area expertise in the subject to be taught. An applicant will be considered to have expertise in the subject matter to be taught if the applicant demonstrates sufficient subset-area mastery through passage of a subject-area test. An adjunct teaching certificate may be for a part-time or full time teaching position; however, an adjunct teaching certificate issued for a full-time teaching position is valid for no more than five (5) years and is nonrenewable.

The District will post requirements on its website for the issuance of an adjunct teaching certificate, including the subject area test through which an applicant demonstrates subject area mastery, and shall annually report to the FLDOE the number of adjunct teaching certificates issued for part-time and full-time teaching positions pursuant to

this provision.

The Board may revoke a District certificate for cause. The application fee for the District Vocational Certificate and the Adjunct Teaching Certificate shall be the same as a State-issued Educator's Certificate.

CERTIFICATED PERSONNEL

Any person employed in a position requiring certification shall possess a valid certificate issued pursuant to Florida law or issued by the Board and shall file said certificate with the Superintendent.

ALTERNATIVE CERTIFICATION

The alternative certification program is a competency-based program designed to expand the pool of educators to include non-education majors committed to making a positive impact on student achievement. The procedures for this program may be found in the District Alternative Certification Program.

LICENSED PERSONNEL

Speech pathologists, occupational therapists, physical therapists, and audiologists will receive contracts, salary, and benefits. To be eligible for employment, these individuals must hold a license to practice in the State of Florida.

ADDITIONAL REQUIREMENTS FOR CORE AREA TEACHERS

All core area teachers employed by the District shall be certified in field. Core area teachers are defined in State and Federal law to include English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. This also includes Exceptional Student Education teachers who teach core area subjects.

Pursuant to Federal law, the specific requirements to attain in-field certification are established by the Florida Department of Education and are set forth in AP 3120.

The District must have a plan and show annual progress towards meeting these teacher qualification requirements.

Heroes in the Classroom

An honorably discharged or retired military veteran or retired first responder who commits to joining the teaching profession as a full-time classroom teacher is eligible for a one-time sign-on bonus administered by the Department of Education (DOE), subject to legislative appropriation. An eligible veteran or first responder may receive an additional bonus for teaching a course in a high-demand teacher need area, as identified by the FLDOE. For any such eligible veteran or first responder employed by it, the Board will provide any necessary information requested by the FLDOE and, in a manner established by the FLDOE, notify the eligible veteran or first responder that employment may impact their pension from a previous employer.

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Technical Correction 8/5/25
Revised 12/2/25

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F.S. 1012.01
F.S. 1012.22
F.S. 1012.24
F.S. 1012.27
F.S. 1012.315
F.S. 1012.32
F.S. 1012.33
F.S. 1012.42
F.S. 1012.55
F.S. 1012.56
F.S. 1012.57
F.S. 1012.575
F.A.C. 6A-1.0502
F.A.C. 6A-1.0503
20 U.S.C. 6301
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Title	Copy of BACKGROUND SCREENING AND EMPLOYMENT HISTORY CHECKS
Code	*po3121.01 fsj 2/1/26
Status	
Adopted	June 27, 2017
Last Revised	March 28, 2023

3121.01 - **BACKGROUND SCREENING AND EMPLOYMENT HISTORY CHECKS**

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all positions shall be subject to a criminal background screening to determine eligibility for employment. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to Federal and State law.

The application for employment shall inform the applicants that they are subject to a criminal background screening and employment history check.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's webpage related to the Care Provider Background Clearinghouse. **DRAFTING NOTE: AHCA is not required to activate the website until January 1, 2026.** Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32. Criminal history checks through the Care Provider Background Screening will be conducted before referring an employee or potential employee or a person with a current or potential affiliation with the District for electronic fingerprint submission to the Florida Department of Law Enforcement. For purposes of this policy, "affiliation" means the status of a person employed or serving as a volunteer or contractor, or seeking to be employed or to serve as a volunteer or contractor, with the District in a position for which screening is not required by law but is authorized under the National Child Protection Act.

If it is found that a person who is employed as an administrator does not meet the screening requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, may not be employed, engaged to provide services, or serve in any position that requires direct contact with students. For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Furthermore, before employing instructional personnel in any position that requires direct contact with students, the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the Superintendent shall document efforts to contact the employer (F.S. 1012.27(6)). Background screenings for these candidates must also comply with the requirements of F.S. 1012.465 or F.S. 1012.56 (whichever is applicable).

Pursuant to State law, all instructional staff members employed by the District must self-report arrests for serious offenses (see AP 3121.01).

The cost of this subsequent background screening will be borne by the Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal history background check with other school districts.

Current employees will be rescreened through the Care Provider Background Screening Clearinghouse in accordance with the following schedule:

A. Employees for whom the last screening was conducted on or before June 30, 2021, must be rescreened by June 30, 2025;

B. Employees for whom the last screen was conducted between July 1, 2021, and June 30, 2022, must be rescreened by June 30, 2026and,

C. Employees for whom the last screening was conducted between July 1, 2022, and December 31, 2023, must be screened by June 30, 2027

A person is not required to be rescreened before January 1, 2023, solely for the purpose of retention under F.S. 435.12 if the person was screened before participation by the specified agencies named in F.S. 435.12 (3)(a).

Furthermore, if information received as a result of the criminal history records check indicates that a certificated instructional staff member has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - Mandatory Reporting of Misconduct.

Changes to Initial Status - Care Provider Background Screening Clearinghouse

Before January 1, 2024, initial status and any changes in status must be reported within ten (10) business days after a person receives his or her initial status or after a change in the person's status has been made.

Effective January 1, 2024, initial status and any changes in status must be reported within five (5) business days after a person receives his or her initial status or after a change in the person's status has been made.

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F.S. 448.095
F.S. 943.0435
F.S. 943.0585(4)(a)
F.S. 943.059(4)(a)
F.S. 1001.10(5)
F.S. 1001.41
F.S. 1001.42
F.S. 1012.23
F.S. 1012.27(6)
F.S. 1012.315
F.S. 1012.32
F.S. 1012.56
F.A.C. 6A-10.083
Federal Immigration Reform and Control Act of 1986
8 U.S.C. 1255a

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3130 - **APPOINTMENT, ASSIGNMENT, TRANSFER, AND PROMOTION OF INSTRUCTIONAL STAFF**

The School Board believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

Appointment and Assignment

When developing ~~his/her recommendation~~their recommendations for appointments of instructional staff, the Superintendent shall consider nominations for staff appointments submitted by the principals. Further, if the Superintendent intends to recommend placement of a staff member in a school who was not nominated by the principal, the Superintendent will consult with that principal. In accordance with State law, a principal may refuse to accept the Superintendent's proposed assignment of an instructional staff member to ~~his/her~~the principal's school unless that instructional staff member has a performance rating of effective or highly effective under F.S. 1012.34.

After such required consideration and consultation, the Superintendent shall submit written recommendations with regard to the appointment and assignment of instructional staff for Board action.

The Board shall act not later than three (3) weeks following the receipt of Statewide mandated test scores and data, including school grades, or June 30th, whichever is later, on the Superintendent's nominations of supervisors, principals, and members of the instructional staff.

In accordance with State law, the Board may reject the Superintendent's recommendation for initial appointment and assignment, or re-appointment and assignment, for good cause.

The Board authorizes the Superintendent to temporarily reassign employees when the Superintendent determines that it is in the employee's and/or School District's best interest(s).

Assignment to Schools Graded "D" or "F"

Pursuant to statutory requirements, the percentage of inexperienced teachers, teachers in need of improvement, or out-of-field teachers assigned to schools graded "D" or "F" under State law shall not be greater than the District average. As used in this policy, "inexperienced teacher" means a teacher who has been teaching for three (3) years or less. Such assignments shall be consistent with the collective bargaining agreement.

A newly hired instructional staff member may be assigned to a school that has earned a grade of "F' in the previous year, or any combination of three (3) consecutive grades of "D" or "F" in the previous years, if the individual:

A. has received an "effective" or "highly effective" rating in the immediate prior year's performance evaluation;

B. has successfully completed or is enrolled in a teacher preparation program, is provided with high-quality mentoring during the first two (2) years of employment, holds a professional certificate and holds a probationary contract; or

C. holds a probationary contract, holds a professional certificate and has successful teaching experience, and if, in the judgment of the school principal students would benefit from the placement of that individual.

The Superintendent will annually certify to the Commission of Education that these requirements are being met.

Assignment to Teacher Preparation Programs

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in which candidates demonstrate an impact on student learning growth must have evidence of "clinical educator" training, a valid professional certificate and at least three (3) years K-12 teaching experience and must have earned an "effective" or "highly effective" rating on the prior year's performance evaluation or be a peer evaluator under the District's evaluation system. All instructional personnel who supervise or direct teacher preparation students during internships in kindergarten through third grade or who are enrolled in a teacher preparation program for a certificate area identified pursuant to F.S. 1012.585(3)(f) must have a certificate or endorsement in reading.

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates an impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least three (3) years ofPre K-12 teaching experience.

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates an impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least three (3) years of PreK-12 teaching experience.

Teachers Teaching Out-of-Field

"Out-of-field" means a teacher is assigned to a course covering subject matter outside the field for which the teacher holds a certificate pursuant to F.S. 1012.55 or for which the teacher has not demonstrated sufficient subject matter expertise pursuant to F.S. 1012.42 and as determined by F.A.C. 6A-1.0503, (2)(a)-(h).

A. Out-of-Field Teacher Plan

The Superintendent shall prepare a plan to assist any teacher teaching out-of-field with priority consideration to be given in professional development activities.

The plan must include provisions that require out-of-field teachers to participate in a certification or staff development program designed to provide the teachers with the competencies required for their assigned duties.

The plan must also include duties of administrative personnel and other instructional personnel to provide students with instructional services.

The plan shall be reviewed and considered for adoption by the Board during a publicly-noticed meeting.

B. Approval of Out-of-Field Teachers

A teacher considered out-of-field per F.A.C. 6A-1.0503, (1)(c), shall be approved by the Board to teach out-of-field after a determination that a teacher with appropriate certification coverage is not available. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; however, such approval may be granted by the Board only under one (1) of the conditions listed in F.A.C. 6A-1.0503, (3) (a)-(c).

C. Notification Requirements and Transfer Requests

When a teacher is assigned instructional duties in a class containing subject matter outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by the State Board of Education rule (F.A.C. 6A-1.0503), the parents of all students in the class shall be notified in writing of such assignment.

The Board shall report out-of-field teachers on the District's website within thirty (30) days before the beginning of each semester.

A parent whose student is assigned an out-of-field teacher may request that their child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled through the process set forth in Policy 5780.

Promotion and Transfer

Pursuant to State law, the Superintendent's primary consideration in recommending an individual for promotion must be the individual's demonstrated effectiveness pursuant to State law.

Before transferring an instructional staff member from one (1) school to another, the Superintendent shall consult with the principal of the school to which the teacher will be assigned and allow the principal the opportunity to review the teacher's records, including student performance demonstrated under F.S. 1012.34, and interview the teacher. If, in the judgment of the principal, students would not benefit from the placement, an alternative placement may be sought. A principal may refuse to accept the Superintendent's assignment or transfer of an instructional staff member who holds a professional teaching certificate to his/her school unless that instructional staff member has a performance rating of effective or highly effective under F.S. 1012.34.

After the required considerations and consultations, the Superintendent shall submit written recommendations with regard to the promotion or transfer of instructional staff for Board action.

In accordance with State law, the Board may reject the Superintendent's recommendation for the transfer or promotion of an instructional staff member for good cause.

Required Reporting

The Superintendent must annually notify the parent of any student who is assigned to a classroom with a teacher having two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation ratings of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.

Duties, Days, and Hours

The Superintendent shall make known through administrative channels the duties, days, and hours of the various classes of instructional personnel.

A. Instructional staff members shall perform the duties required by Florida statutes, Board policy, and the collective bargaining agreement, as well as other reasonable duties as may be assigned by their immediate supervisor. Failure to perform such duties in an acceptable manner shall constitute a violation of the instructional staff member's contract and just cause for disciplinary action.

B. Instructional staff members are responsible for student control and supervision at any location on campus or during school-sponsored activities.

C. Instructional staff members shall not permit their family members or friends by their presence to interfere with performance of their duties during working hours.

Employment and Supervision of Relatives (Nepotism)

For purposes of this policy, a "relative" is an individual included within the definition of "relative" set forth in F.S. 112.3135 [ ], which includes the following individuals: 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.

Neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervision. These limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.

Two (2) or more relatives shall not work in the same administrative unit except by permission of the Superintendent. In the event that an instructional staff member, due to some unusual circumstance, may have been placed in the same working unit with a relative, the instructional staff member may continue in the position until s/he can be reassigned to a position of comparable grade, pay, and reasonable personal convenience.

A. A relative may be employed in the same school when specifically recommended by the principal and approved by the Superintendent on the grounds that it is to the educational advantage of the school.

B. Under no circumstances shall a person supervise the work of a close relative.

All employees shall disclose to the Superintendent, the names of all relatives working at the same work location. Failure to immediately make such disclosures shall be grounds for disciplinary action, up to and including termination.

Work location is defined to include payroll cost center or any administrative unit under the direct supervision of a permanent employee of the District.

Fraternization

It shall be the policy of the Board that the District supervisory structure and administrative chain of command not be compromised, or appear to be compromised, by personal relationships between District personnel.

A. Board members, officers, or employees shall not engage in or maintain a romantic or sexual relationship with any employee they manage, supervise, direct, or control, or with any employee over whom they exercise the authority to promote, demote, transfer, or grant, deny, or alter compensation. Employees who become involved in such a relationship must notify their supervisor within forty-eight (48) hours of the commencement of the relationship. The supervisor shall in turn notify the Director of Human Resources in writing. The supervisor, Director of Human Resources, and other appropriate administrators will confer to evaluate and determine an appropriate resolution to ensure compliance with this policy. In such instances, personnel action to ensure compliance with this policy must be taken within ninety (90) days of the initial notice.

B. Violation of this policy shall constitute just cause for discipline up to and including termination of one or both employees. As an alternative to discipline, one or both employees may be reassigned or alternatively required to seek other employment, as the Board is under no obligation to reassign one or both employees.

C. Personal relationships of any kind between supervisors and other employees in their private lives shall not influence work-related decisions or personnel actions. Accordingly, no supervisor shall engage in any personal relationship, romantic or otherwise, with any employee that:

1. compromises, or reasonably appears to compromise, the integrity of supervisory authority or the administrative chain of command;

2. involves, or reasonably appears to involve, the improper use of position for personal gain;

3. is, or is reasonably perceived to be, exploitative or coercive in nature; or

4. creates an actual or clearly predictable adverse impact on discipline, authority, morale, or the ability of the District to accomplish its mission.

Subject to Collective Bargaining Agreement.

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Revised 8/11/20
Revised 10/22/24

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Legal F.S. 112.3135
F.S. 1001.32
F.S. 1004.04
F.S. 1012.22
F.S. 1012.23
F.S. 1012.2315

F.S. 1012.27

F.S. 1012.28

F.S. 1012.42

F.S. 1012.795

F.S. 1012.796

F.A.C. 6A-1.0503

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3139 - **EDUCATOR MISCONDUCT**

As required by the provisions of State Board of Education ~~Rule F.A.C. 6B-1.006(5)~~rules and the *Principles of Professional Conduct of the Education Profession in Florida*, an instructional employee is required to self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or a misdemeanor offense listed in F.S. 435.04, including any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such ~~notice shall~~self-report is not to be considered an admission of guilt nor shall such ~~notice~~self-report be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, self-reporting shall also be required for any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this policy, the District shall comply with the confidentiality provisions in Florida statutes.

The School Board shall temporarily remove instructional personnel from the classroom within twenty-four (24) hours after a notification by law enforcement or a self-reporting employee of their arrest for a felony or misdemeanor offense listed in F.S. 435.04.

~~Furthermore, all~~All legally sufficient complaints against a member of the instructional staff shall be reported to the Department of Education within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the ~~School~~ Board or the office of the Superintendent. A complaint is legally sufficient for reporting if the subject matter of the complaint includes any of the grounds for discipline or dismissal set forth in Florida statutes.

The Superintendent shall require that all legally sufficient complaints are timely filed in writing with the Department of Education. The Superintendent shall file with the Department of Education all information relating to the complaint which is known to the Superintendent at the time of filing. Additionally, Policy 8141 sets forth the procedures for mandatory reporting of alleged misconduct by instructional personnel to the Florida Department of Education.

It is the responsibility of all employees of the Board to promptly report to the office of the Superintendent or the Human Resources Department any complaint against a member of the instructional staff that comes to the employee's attention and that includes grounds for the revocation or suspension of a teaching certificate. The willful failure by an employee of the Board to promptly report a complaint shall constitute cause for discipline of the employee as provided by law and Board policy.

F.S. 1012.22

F.S. 1012.799

~~F.A.C. 6B-1.006~~

F.A.C. 6A-10.081

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F.S. 943.0585(4)(c)

F.S. 943.059(4)(c)

F.S. 1012.22

F.S. 1012.795

F.S. 1012.796

F.S. 1012.799

F.A.C. 6A-10.081

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3210 - **STANDARDS OF ETHICAL CONDUCT**

Instructional staff members shall be guided by and adhere to the following ethical principles:

A. The instructional staff member values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

B. The instructional staff member's primary professional concern will always be for the student and for the development of the student's potential. The instructional staff member will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. The instructional staff member strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District instructional staff shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual's teaching certificate, or the other penalties as provide by law, as well as disciplinary action, including but not limited to termination of employment.

A. Obligation to the student requires that the District instructional staff member:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. not unreasonably restrain a student from independent action in pursuit of learning.
3. not unreasonably deny a student access to diverse points of view.
4. not intentionally suppress or distort subject matter relevant to a student's academic program.
5. not intentionally expose a student to unnecessary embarrassment or disparagement.
6. not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46.
7. not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in F.A.C. 6A-1.09401, or is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend.
8. not intentionally violate or deny a student's legal rights.
9. not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01.
10. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a).
11. not exploit a relationship with a student for personal gain or advantage.
12. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
13. not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.
14. not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

B. Obligation to the public requires that the District instructional staff member shall:

1. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. not use institutional privileges for personal gain or advantage. (see also Policy 3129, *Conflict of Interest*)

4. accept no gratuity, gift, or favor that might influence professional judgment. (see also Policy 3129, *Conflict of Interest*)

   (NOTE: Pursuant to F.S. 112.313, no instructional staff member shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

5. offer no gratuity, gift, or favor to obtain special advantages.

C. Obligation to the profession of education requires that the District instructional staff member shall:

1. maintain honesty in all professional dealings.

2. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination.

5. not make malicious or intentionally false statements about a colleague.

6. not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. not misrepresent one's own professional qualifications.

8. not submit fraudulent information on any document in connection with professional activities.

9. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

10. not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

12. not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules.

13. self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including ~~to appropriate authorities (as determined by the District)~~ any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such self-report ~~notice shall~~ is not to be considered an admission of guilt nor shall such self-report ~~notice~~ be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, District instructional staff members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and 943.059(4)(c).
14. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

15. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

16. comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

17. as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

D. No instructional staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of their duties in the public interest. (see also Policy 3129, *Conflict of Interest*)

Stolen Valor

Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:

1. a service member or veteran of the Armed Forces of the United States;
2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.

B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means anything of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining state or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Violations are subject to disciplinary action up to and including dismissal.

All instructional staff members shall be required to complete training on the standards established herein upon employment and annually thereafter.

F.S. 112.3131

F.S. 112.317

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Revised 5/9/23
Revised 7/30/24
Technical Correction 6/10/25

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Legal

F.S. 112.312

F.S. 112.313

F.S. 112.3131

F.S. 112.317

F.S. 1001.42(6)

F.S. 1001.421

F.S. 1006.32

F.S. 1012.23

F.A.C. 6A-10.081

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3213 - **STUDENT SUPERVISION AND WELFARE**

Each instructional staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

A. An instructional staff member shall report immediately to a building administrator any accidents or safety hazards s/he detects.

B. An instructional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

C. An instructional staff member shall provide proper instruction in safety matters as presented in assigned course guides.

D. An instructional staff member shall not send students on any nonschool-related errands.

E. An instructional staff member shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.

F. An instructional staff member shall advise and consult with the principal if there is a change in a student's services or monitoring related to a 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 staff member shall assist the principal in notifying the parent of any such change.

G. An instructional staff member shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

H. An instructional staff member shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

I. An instructional staff member shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An instructional staff member who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

J. An instructional staff member shall not transport students in a private vehicle without approval of the principal and unless accompanied by another adult.

K. A student shall not be required to perform work or services that may be detrimental to his/her health.

L. Staff members are discouraged from engaging students in social media and online networking media, including but not limited to Facebook, X (formerly known as Twitter), Snapchat, Instagram, etc.

M. Staff members are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State, each instructional staff member shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

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Revised 9/13/22

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Legal F.S. 119.011

F.S. 847.012

F.S. 1001.42

F.S. 1001.51

F.S. 1002.22

F.S. 1003.32

F.S. 1006.07

20 U.S.C. 1232

34 C.F.R. Part 99

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3242 - **PROFESSIONAL LEARNING**

Professional Learning System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers, consortia, professional organizations, and business/community representatives in Florida to maintain a coordinated system of professional learning The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

Pursuant to Florida law, the term "professional learning" means learning that is aligned to Florida's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

The District's comprehensive professional learning system will incorporate school improvement plans and align with the professional learning standards adopted by the State. Furthermore, the results of the performance evaluations of instructional staff members conducted pursuant to State law and School Board Policy 3220 will be used when identifying the areas for which professional learning is needed. As part of its effort to develop and refine its professional learning system, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The District's professional learning system shall include the following:

A. an overview of the system;

B. a list of the collaborative partnerships established and a description of how a diverse group of stakeholders was consulted during development of the system;

C. a description of the organizational structure of professional learning in the District;

D. a list of the District- and school-based positions with the primary responsibility for planning, providing, implementing, and supporting, or evaluating professional learning, and a brief description of their roles related to professional learning;

E. a description of the District's systems of professional learning programs and supports that enable instructional personnel and school administrators to continually develop throughout their career, and provide opportunities for meaningful teacher leadership and the identification and preparation of aspiring school leaders;

F. a description of how the District implements each of the professional learning standards outlined in State Board Rule;

G. a list of the technology platforms and programs the District uses to manage, provide, or support professional learning, and a brief description of how they are utilized;

H. a list of the funding sources and amounts allocated for the District's professional learning resources, and the percentage of the District's total operating expenses that is allocated for professional learning for each of the last three (3) school years; and,

I. confirmation that the system meets the requirements of F.S. 1012.98.

The Board will provide funding for professional learning as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional learninglearning. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for instructional personnel shall include, but not be limited to analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety. Additionally, the District shall make available, on a space available basis, in-service activities to instructional personnel of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants.

School principals shall establish and maintain an individual professional learning plan for each instructional employee assigned to the school. The individual professional learning plan must:

A. be related to specific performance data for the students to whom the teacher is assigned;

B. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity(ies);

C. include an evaluation component that determines the effectiveness of the professional learning plan.

Professional learning activities must be linked to student learning, ~~and~~ provide professional growth for instructional staff and meet the following criteria:

A. Utilize materials aligned to the ~~State's educational leadership standards~~ Florida Educational Leadership Standards adopted in rule by the State Board of Education.

A. Have clear, defined, and measurable outcomes for both individual in-service activities and multiple day sessions.

B. Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.

C. Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

D. Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.

E. Create opportunities for collaboration.

F. Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on the needs of the role.

G. Provide opportunities to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.

H. Provide sustained duration with follow-up to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

I.

J. Provide training, when such training is available, on the use of instructional materials included on the State-adopted instructional materials list pursuant to F.S. 1006.28, materials evaluated and identified pursuant to F.S. 101.215 (4), materials developed pursuant to F.S. 1006.39, and materials posted online by the FLDOE, including when and how to use intervention materials.

K.

Professional Learning Certification and Education Competency Program

The District will provide the competency-based professional learning certification program developed by the FLDOE by which members of the District's instructional staff with a State-issued temporary certificate may satisfy the mastery of professional preparation and education competence requirements specified in State law and rules of the State Board of Education.

Certification of an Approved Comprehensive Professional Learning Plan

~~By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional learning system that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.~~Annually by August 1, the Superintendent shall certify to the Commissioner of Education that the Board has approved a comprehensive professional learning plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

The District shall submit its professional learning system to the FLDOE for review and approval in accordance with timelines adopted by the FLDOE and as set forth in F.A.C. 6A-5.069.

Professional Learning Catalog

A. Components

As part of its coordinated system of professional learning, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;

2. an identifying number assigned in accordance with the FLDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;

3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);

4. a description of the specific objectives and activities to be completed; and,

5. the component evaluation criteria for determining the effectiveness of professional learning in:

    a. addressing the specific objectives;

    b. increasing educator knowledge and skills;

    c. changing educator dispositions or practice in the educational setting; and,

    d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

B. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;

2. names of component leaders;

3. names of participants and performance records;

4. evaluation of the component; and,

5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;

2. dates of participation;

3. satisfactory or unsatisfactory completion; and,

4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a Professional Certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District shall submit its professional learning catalog to the FLDOE for review and approval as set forth in F.A.C. 6A-5.071.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

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Revised 7/27/21
Revised 11/14/23
Revised 7/30/24

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Legal F.S. 1001.42
F.S. 1011.62
F.S. 1012.22
F.S. 1012.34

F.S. 1012.56

F.S. 1012.98

F.S. 1012.985

F.S. 1012.986

F.A.C. 6A-5.069

F.A.C. 6A-5.071

Book	Policy Manual
Section	V 26 N1 REVISED
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Code	*po3410 fsj 2/1/26
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Adopted	June 27, 2017
Last Revised	October 22, 2024

3410 - **COMPENSATION**

Salaries of all instructional staff members shall be determined by the School Board and shall be authorized by the following salary schedules adopted by the Board upon the recommendation of the Superintendent:

A. grandfathered salary schedule for instructional staff who have continuing contracts or professional service contracts and were hired before July 1, 2014; or

B. the performance salary schedule for instructional staff who were hired after July 1, 2014, or who held annual contracts as of July 1, 2014.

The annual salary schedule shall provide a salary adjustment for advanced degrees earned, if the degree is held in the individual's area of certification.

The base salary set forth in these salary schedules, as well as the amounts provided for adjustments and supplements shall be subject to collective bargaining.

If budget constraints in any given year limit the Board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the District.

Grandfathered Salary Schedule for Instructional Staff

The grandfathered salary schedule for instructional staff shall be used as the basis for paying instructional personnel hired before July 1, 2014, who have a continuing contract or a professional service contract. Each year instructional staff members who were hired before July 1, 2014, and who have a continuing contract or a professional service contract will have the opportunity to move from this salary schedule to the performance salary schedule for instructional staff.

A portion of each employee's compensation paid pursuant to the grandfathered salary schedule for instructional staff shall be based on demonstrated performance as evaluated in accordance with State law and Policy 3220, Evaluation of Instructional Personnel.

Pursuant to statutory requirements and subject to negotiation, the grandfathered salary schedule for instructional staff shall provide for differentiated pay for based upon the following District-determined factors:

A. additional responsibilities;

The list of additional responsibilities for which instructional staff members shall receive differentiated pay is set forth in the collective bargaining agreement.

The Principal shall submit to the Superintendent a list of staff members who are assigned one (1) or more of the additional responsibilities on the list that is set forth in the collective bargaining agreement.

By the first Board meeting in October, the Superintendent will authorize payment of the salary adjustment specified in the Board-adopted annual salary schedule for instructional staff to the instructional staff members who are assigned these additional responsibilities.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this salary adjustment shall be provided to the Board members.

B. school demographics;

By September 1st, the Principal shall submit to the Superintendent a list of instructional staff members who are assigned to schools that have the demographics that were approved by the Board for the current school year.

By the first Board meeting in October, the Superintendent will authorize payment of the amount specified in the Board-adopted salary schedule for instructional staff as a salary adjustment for assignment to a school that has the demographics listed above.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this salary adjustment shall be provided to the Board members.

C. high-demand teacher needs ~~critical shortage~~ areas;

By the first Board meeting in October, upon the recommendation of the Superintendent, the Board shall approve any

instructional staff positions that the District has identified as ~~critical shortage~~ high-demand teacher needs areas.

The Principal shall submit to the Superintendent a list of staff members assigned to positions that have been identified as high-demand teacher needs ~~critical shortage~~ areas by the State Board of Education or the District.

Following the first Board meeting in October, the Superintendent will authorize payment of the amount specified in the annual salary schedule for instructional staff as an adjustment to the compensation of the staff members assigned inhigh-demand teacher needs ~~critical shortage~~ areas.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this adjustment shall be provided to the Board members.

D. level of job performance difficulties;

The list of job performance difficulties for which instructional staff members shall receive differentiated pay are set forth in the collective bargaining agreement.

The Principal shall submit to the Superintendent a list of instructional staff members whose assignment is characterized by the job performance difficulties.

By October 1st, the Superintendent shall authorize payment of the amount specified in the grandfathered salary schedule for instructional staff as a salary adjustment to the instructional staff members eligible as a result of these job performance difficulties inherent in their assignment.

At a subsequent regular meeting of the Board, the list of instructional staff members who will receive this adjustment shall be provided to the Board members.

The amount paid for each of these District-determined factors shall be subject to collective bargaining.

Further, as provided by law, these annual salary adjustments become part of the instructional staff member's base salary for the next school year.

Salary Supplements

In addition to the annual salary adjustments described above, the Board shall also award salary supplements that are annual additions to the instructional staff member's salary. Salary supplements shall be paid to all instructional staff members who were hired before July 1, 2011, for any advanced degree held, and to all instructional staff members hired after July 1, 2011, but before July 1, 201,4 for advanced degrees earned in their area of responsibility.

A. By September 15th, the Principal shall submit to the Superintendent a list of instructional staff members who are eligible for the additional compensation provided by the annual salary schedule for all instructional staff members who were hired before July 1, 2011, for any advanced degree held, and to all instructional staff members hired after July 1, 2011, but before July 1, 201,4 for advanced degrees earned in their area of responsibility.

B. By October 1st, the Superintendent will authorize payment of the amount specified in the grandfathered salary schedule for instructional staff as a salary adjustment to the instructional staff members eligible for advanced degrees held.

C. At a subsequent regular meeting, the list of instructional staff members who will receive this supplement shall be provided to the Board.

As provided by law, these annual salary supplements shall not become part of the instructional staff member's permanent base salary.

Performance Salary Schedule for Instructional Staff

Beginning July 1, 2014, the performance salary schedule shall be the basis for paying instructional staff members new to the District, returning to the District after a break in service without an authorized leave of absence, or appointed for their first time to an instructional staff position in the District.

The performance salary schedule shall also be the basis for paying instructional staff members on annual contract as of July 1, 2014.

Additionally, the performance salary schedule shall be the basis for paying instructional staff members with a continuing contract or a professional service contract who opt out of the grandfathered annual salary schedule and into the performance salary schedule.

The base salary for instructional staff members who opt into the performance salary schedule or who are required by State law to move to the performance salary schedule must be the salary paid in the prior year, including adjustments only.

The annual salary adjustment under the performance salary schedule for an instructional staff member rated as "highly effective" must be greater than the highest annual salary adjustment available to an instructional staff member of the same classification through any other salary schedule adopted by the Board.

The performance salary schedule must not provide an annual salary adjustment for an instructional staff member who receives a rating other than highly effective or effective for the year.

Salary Supplements

The performance salary schedule for instructional staff shall provide for the following salary supplements:

A. assignment to a Title I eligible school;

The Principal will submit to the Superintendent a list of staff members who are assigned to a Title I school.

The Superintendent will authorize payment of the supplement specified for assignment to a Title I school.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

B. assignment to a school that received an "F" or three (3) consecutive grades of "D" pursuant to the school grading system established by State law;

The Principal will submit to the Superintendent a list of staff members who were assigned to a school that improved by at least one grade level for the previous school year.

By October 1st, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for one (1) year following improved performance in the school regardless of whether or not the teacher assignment is at the school that improved.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

C. certification and teaching in high-demand ~~the critical~~ teacher needs ~~shortage~~ areas identified by the State Board of Education and/or District pursuant to State law;
Upon the recommendation of the Superintendent, the Board shall approve any instructional staff positions that the District has identified as critical shortage areas.

The Principal shall submit to the Superintendent a list of staff members assigned to positions that have been identified as certification and teaching in high-demand ~~the critical~~ teacher needs ~~shortage~~ areas identified by the State Board of Education and/or District pursuant to State law; areas by the State Board of Education or District.

By October 1st, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for the staff members assigned in certification and teaching in high-demand ~~the critical~~ teacher needs ~~shortage~~ areas identified by the State Board of Education and/or District pursuant to State law;

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided.

D. assignment of additional academic responsibilities;

The list of additional academic responsibilities for which instructional staff members shall receive salary supplements are set forth in the collective bargaining agreement.

Each Principal shall submit to the Superintendent a list of staff members assigned additional academic responsibilities.

By October 1st, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for the staff members assigned additional academic responsibilities. At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

E. advanced degree in the area of certification.

By September 15th, the Principal shall submit to the Superintendent a list of instructional staff members who have earned advanced degrees in their area of certification.

By October 1st, the Superintendent will authorize payment of the supplement specified in the collective bargaining contract for the staff members who have earned advanced degrees in their area of certification.

At a subsequent regular meeting, the list of staff members who will receive this supplement shall be provided to the Board.

The amount paid for each of these salary supplements shall be subject to collective bargaining.

Bonuses and/or Severance Pay

If the Board provides bonuses and/or severance pay to instructional staff that are not included in an individual employment contract and/or pursuant to a collective bargaining contract, those bonuses and/or severance pay are subject to negotiations, but must strictly comply with the provisions of F.S. 215.425 that pertain to such bonuses and/or severance pay.

Instructional staff members should refer to the current collective bargaining agreement for more information regarding compensation.

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Revised 10/22/24

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Legal F.S. 215.425
F.S. 1001.42
F.S. 1001.43
F.S. 1011.60
F.S. 1012.01

F.S. 1012.22

F.S. 1012.32

F.S. 1012.33

F.S. 1012.335

F.S. 1012.34

F.S. 1012.56

F.A.C. 6A-1.052, Salary Schedules to be Adopted for All Personnel

F.A.C. 6A-1.064, Forms for Contracts for Instructional and Professional Administrative Personnel, and Other Personnel

Book	Policy Manual
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Title	Copy of EMPLOYMENT OF SUPPORT STAFF
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Adopted	November 14, 2017
Last Revised	November 14, 2023

4120 - **EMPLOYMENT OF SUPPORT STAFF**

Pursuant to F.S. 1012.01, educational support staff are employees whose job functions are neither administrative nor instructional, yet whose work supports the educational process.

The employment, transfer, promotion, resignation, or dismissal are governed by Federal and State law, School Board policy, State Board rules, and the provisions of the collective bargaining agreements.

A regular employee is a person employed in a continuing position whose duties require twenty (20) or more hours in each normal working week after having completed a ninety (90) workday probationary period. Extensions to this period may be granted by mutual written consent of the employee and the immediate supervisor. Employees who have not completed such period of employment may be discharged without recourse and shall not be subject to the provisions of the grievance procedure for bargaining unit employees.

The Superintendent shall conduct employment history checks of all candidates for educational support staff positions. The employment history check shall include, but not be limited to, contacting any previous employer and reviewing each affidavit of separation from previous employers pursuant to F.S. 1012.31, and screening the candidate through the use of the screening tools described in Florida law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

Any educational support staff member's misstatement of fact material to qualification for employment or the determination of salary shall be considered to constitute grounds for dismissal.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315.

If the candidate has been terminated or resigned in lieu of termination for sexual misconduct with a student, they are ineligible for employment in any position that requires direct contact with students if:

A. the person is on the disqualification list maintained by the Florida Department of Education under F.S. 1001.10(4)(b);

B. they are registered as a sex offender as described in 42 U.S.C. 9858f(c)(1)(C);

C. they are ineligible based on a security background investigation under F.S.435.04; The Agency for Health Care Administration shall determine the eligibility of employees in any position that requires direct contact with students in a District school.

D. they would be ineligible for an exemption under F.S. 435.07(4)(c), or

E. have been convicted or found guilty of, have had adjudication withheld for, or have pled guilty or nolo contendere to (1) any criminal act in another state or under Federal law which, if committed in Florida, constitutes a disqualifying offense under F.S. 435.04(2) or (2) any delinquent act committed in Florida or any delinquent or criminal act committed in another state or under Federal law which, if committed in Florida, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under F.S. 943.0435.

Individuals who apply for employment are governed by the law and rules in effect at the time of application for employment, provided that continuity of employment is maintained.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board no later than the month following employment.

The Superintendent shall also conduct employment history checks of all candidates for support staff positions. The employment history check shall include, but not be limited to, contacting any previous employer. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315.

The Board shall approve employment, upon recommendation of the Superintendent.

Any support staff member's misstatement of fact material to qualifications for employment or the determination of salary shall be considered to constitute grounds for dismissal.

All support personnel shall become familiar with the policies of the Board and other such policies, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the District. Any support staff member employed by the Board who shall be guilty of any willful violation of the policies of the Board shall be guilty of gross insubordination and shall be subject to dismissal or such other lesser penalty as the Board may prescribe.

REQUIREMENTS FOR INSTRUCTIONAL PARAPROFESSIONALS

All paraprofessionals employed by the District to provide instructional support services in Title I schoolwide programs and instructional paraprofessionals paid with Title I, Part A funds in targeted assistance programs shall be "highly qualified".

The requirements to be considered a "highly qualified" instructional paraprofessional are established by the Florida Department of Education. Accordingly, one of the following requirements must be met:

A. an associate's or higher degree;

B. two (2) years of study at an institution of higher education; or

C. a rigorous State or local assessment of knowledge of and the ability to perform the following duties

1. assist in instruction in reading, writing, and mathematics or reading, writing, and mathematics; or

2. assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

Instructional paraprofessionals working for a Title I supported program may be assigned to duties as follows:

A. providing one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;

B. assisting with classroom management, such as organizing instructional and other materials;

An Individual Paraprofessional Development Plan (IPDP) (Form 4120 F1) and an Agreement to Meet Qualifications (Form 4120 F2) shall be on file for each paraprofessional employed by the District to provide instructional support services in Title I schoolwide programs or instructional paraprofessional paid with Title I, Part A funds in targeted assistance programs who does not meet the criteria to be considered "highly qualified". The IPDP shall require the paraprofessional to make annual progress towards "highly qualified" status. Failure to satisfactorily complete the IPDP are subject to re-assignment or termination, consistent with provisions in any applicable collective bargaining contract.

AUTHORIZED ACTIVITIES FOR NON-INSTRUCTIONAL PARAPROFESSIONALS

The activities to which non-instructional paraprofessional may be assigned include the following:

A. personal care services;

B. parent involvement activities;

C. food service;

D. playground/cafeteria supervision;

E. bus aides/bus attendants;

F. clerical duties

G. non-instructional computer assistance;

H. non-instructional media center/library supervision;

I. translators (not providing instructional support).

General Knowledge Examination Assistance

Any employee who does not achieve a passing score on any subtest of the general knowledge examination will be provided information regarding the availability of State-level and District-level supports and instruction to assist him/her in achieving a passing score. Such information will include, but is not limited to, State-level test information guides, School District preparation resources, and preparation courses offered by State universities and Florida college system institutions.

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Revised 7/27/21
Revised 5/24/22
Revised 12/13/22
Revised 11/14/23

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Legal F.S. 1001.10
F.S. 1012.01
F.S. 1012.315
F.S. 1012.37
F.S. 1012.40

F.S. 1012.56

F.A.C. 6A-1.0502(11)

20 U.S.C. 6301

42 U.S.C. 9858f

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Adopted	June 27, 2017
Last Revised	November 14, 2023

4121.01 - **BACKGROUND SCREENING AND EMPLOYMENT HISTORY CHECKS**

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all positions shall be subject to a criminal background screening to determine eligibility for employment. Additionally, the Superintendent shall verify all new full-time and part-time employees' right to work in the United State according to Federal and State law.

The application for employment shall inform the applicants that they are subject to a criminal background screening and employment history check.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

The Board is a registered employer with the Care Provider Background Screening Clearinghouse. The District shall publish a clear and conspicuous link on its official website, and provide the link in all job vacancy advertisements and posts, to the Agency for Health Care Administration's webpage related to the Care Provider Background Clearinghouse. **DRAFTING NOTE: AHCA is not required to activate the website until January 1, 2026.** Background screenings, including all fingerprint requirements, shall be conducted in accordance with F.S. 435.12 and F.S. 1012.32. Criminal history checks through the Care Provider Background Screening will be conducted before referring an employee or potential employee or a person with a current or potential affiliation with the District for electronic fingerprint submission to the Florida Department of Law Enforcement. For purposes of this policy, "affiliation" means the status of a person employed or serving as a volunteer or contractor, or seeking to be employed or to serve as a volunteer or contractor, with the District in a position for which screening is not required by law but is authorized under the National Child Protection Act.

If it is found that a person who is employed as a support staff member does not meet the screening requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, may not be employed, engaged to provide services, or serve in any position. For purposes of this policy, "convicted" means that there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld, and includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Furthermore, before employing support staff in any position that requires direct contact with students, the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), review each affidavit of separation from previous employers pursuant to F.S. 1012.31, and document the findings. If unable to contact (a) previous employer(s), the Superintendent shall document efforts to contact the employer (F.S. 1012.27(6). Background screenings for these candidates must also comply with the requirements of F.S. 1012.465 or F.S. 1012.56 (whichever is applicable).

All support staff members employed by the District must self-report arrests for serious offenses (see AP 4121.01).

The cost of this subsequent background screening will be borne by the Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal history background check with other school districts.

Current employees will be rescreened through the Care Provider Background Screening Clearinghouse in accordance with the following schedule:

A. Employees for whom the last screening was conducted on or before June 30, 2021, must be rescreened by June 30, 2025;

B. Employees for whom the last screen was conducted between July 1, 2021, and June 30, 2022, must be rescreened by June 30, 2026; and,

C. Employees for whom the last screening was conducted between July 1, 2022, and December 31, 2023, must be screened by June 30, 2027.

Changes to Initial Status - Care Provider Background Screening Clearinghouse

Before January 1, 2024, initial status and any changes in status must be reported within ten (10) business days after a person receives his/her initial status or after a change in the person's status has been made.

Effective January 1, 2024, initial status and any changes in status must be reported within five (5) business days after a person receives his/her initial status or after a change in the person's status has been made.

Revised 2/13/18
Revised 5/24/22
Revised 3/28/23
Revised 11/14/23

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F.S. 435.09
F.S. 435.12
F.S. 448.095
F.S. 943.0435
F.S. 943.0585(4)(a)
F.S. 943.059(4)(a)
F.S. 1001.10(5)
F.S. 1001.41
F.S. 1001.42
F.S. 1012.27(6)
F.S. 1012.315
F.S. 1012.32
F.S. 1012.465
F.S. 1012.56
F.A.C. 6A-10.083
Federal Immigration Reform and Control Act of 1986
8 U.S.C. 1255a

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4210 - **STANDARDS OF ETHICAL CONDUCT**

Furthermore, the School Board hereby establishes the following as the standards of ethical conduct for all support staff members in the District who have direct access to students:

Support staff members shall be guided by and adhere to the following ethical principles:

A. The support staff member values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

B. The support staff member's primary professional concern will always be for the student and for the development of the student's potential. The support staff member will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

C. The support staff member strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.

District staff members shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to other penalties as provide by law, as well as disciplinary action, including but not limited to termination of employment.

All District support staff members shall comply with the following disciplinary principles.

A. Obligation to the student requires that the District support staff member shall:

1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;

2. not unreasonably restrain a student from independent action in pursuit of learning;

3. not unreasonably deny a student access to diverse points of view;

4. not intentionally suppress or distort subject matter relevant to a student's academic program;

5. not intentionally expose a student to unnecessary embarrassment or disparagement;

6. not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46;

7. not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in F.A.C. 6A-1.09401, or is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend;

8. not intentionally violate or deny a student's legal rights;

9. not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01;

10. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination; discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a);

11. not exploit a relationship with a student for personal gain or advantage;

12. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

13. not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution; and,

14. not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

B. Obligation to the public requires that the District support staff member shall:

1. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;

2. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

3. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;

4. not use institutional privileges for personal gain or advantage; (see also Policy 4129, *Conflict of Interest*)

5. accept no gratuity, gift, or favor that might influence judgment; (see also Policy 4129, *Conflict of Interest*)

   (NOTE: Pursuant to F.S. 112.313, no support staff member shall solicit or accept anything of value including a gift (see F.S. 112.312), loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)

6. offer no gratuity, gift, or favor to obtain special advantages; (see also Policy 4129, *Conflict of Interest*)

C. Obligation to the profession of education requires that the District support staff member shall:

1. maintain honesty in all dealings;

2. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;

3. not interfere with a colleague's exercise of political or civil rights and responsibilities;

4. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination;

5. not make malicious or intentionally false statements about a colleague;

6. not use coercive means or promise special treatment to influence professional judgments of colleagues;

7. not misrepresent one's own professional qualifications;

8. not submit fraudulent information on any document in connection with professional activities;

9. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;

10. self-report within forty-eight (48) hours to a District authority, as determined by the Superintendent, any arrest for a felony or misdemeanor offense listed in F.S. 435.04, including ~~to appropriate authorities (as determined by the District)~~ any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance;

    Such self-report ~~notice shall~~ is not to be considered an admission of guilt nor shall such self-report ~~notice~~ be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, District support staff members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and 943.059(4)(c).

11. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);

12. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

No support staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of their duties in the public interest.

All District support staff members shall adhere to the principles enumerated above.

All support staff members shall be required to complete training on the standards established herein upon employment and annually thereafter.

Stolen Valor

Board employees shall not knowingly misrepresent military service for material gain as set forth in F.S. 112.3131. These prohibitions include, but are not necessarily limited to, the following:

A. misrepresenting by making false, fictitious, or fraudulent statements or representations, directly or indirectly, that they are or were:

1. a service member or veteran of the Armed Forces of the United States;
2. the recipient of a decoration, medal, title, or honor from the Armed Forces of the United States or otherwise related to military service, including, but not limited to those listed in F.S. 112.3131;
3. a holder of an awarded qualification or military occupational specialty, including, but not limited to, any of those listed in F.S. 112.3131; or,
4. that they actively served in the Armed Forces of the United States during a wartime era, regardless of whether there was a declared war, or served in combat operations in a warzone, or were a prisoner of war.

B. wearing the uniform or any medal or insignia authorized for use by members or veterans of the Armed Forces of the United States which they are not authorized to wear.

"Material gain" means anything of value, regardless of whether the value is monetary, remunerative, or tangible, which is received by or given to, or is intended to be received by or given to, an individual. The term includes, but is not limited to, food, lodging, compensation, travel expenses, placards, public benefits, public relief, financial relief, obtaining or retaining employment or a promotion in such individual's current employment or public employment, including gaining a position in state or local government with authority over another person, regardless of whether the individual receives compensation or renumeration for their service in the position; obtaining or retaining state or local public office through election or appointment; or any thing in which or for which a tangible benefit was gained, even if the value of such benefit is de minimis.

Violations are subject to disciplinary action up to and including dismissal.

F.S. 112.3131

F.S. 112.317

Revised 2/13/18
Revised 9/28/21
Revised 5/9/23
Revised 7/30/24
Technical Correction 6/10/25

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Legal

F.S. 112.312

F.S. 112.313

F.S. 112.3131

F.S. 112.317

F.S. 1001.42(6)

F.S. 1001.421

F.S. 1006.32

F.S. 1012.23

F.A.C. 6A-10.081

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	*po4213 fsj 2/2/26
Status	
Adopted	November 14, 2017
Last Revised	September 13, 2022

4213 - **STUDENT SUPERVISION AND WELFARE**

Each support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with assigned duties and responsibilities which include, but are not limited to, the following:

A. A support staff member shall report immediately to a building administrator any accidents or safety hazards s/he detects.

B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

C. A support staff member shall not send students on any nonschool-related errands.

D. A support staff member shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.

E. A support staff member shall advise and consult with the principal if there is a change in a student's services or monitoring related to a 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 support staff member may assist the principal in notifying the parent of any such change.

F. A support staff member shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

G. A support staff member shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

H. A support staff member shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. A support staff member who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

I. A support staff member shall not transport students in a private vehicle without the approval of a building administrator.

J. A student shall not be required to perform work or services that may be detrimental to his/her health.

K. Staff members are discouraged from engaging students in social media and online networking media, including but not limited to Facebook, X (formerly known as Twitter), Snapchat, Instagram, etc.

L. Staff members are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State, each support staff member shall report to the proper legal authorities, immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 10/23/18
Revised 1/25/22
Revised 9/13/22

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Legal F.S. 119.011
F.S. 847.012
F.S. 1001.42

F.S. 1001.51

F.S. 1002.22

F.S. 1003.32

F.S. 1006.07

20 U.S.C. 1232

34 C.F.R. Part 99

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of STAFF DEVELOPMENT
Code	*po4242 fsj 2/2/26
Status	
Adopted	June 27, 2017
Last Revised	July 30, 2024

4242 - **STAFF DEVELOPMENT**

Professional Development System

The School Board believes that training is a prerequisite for continued growth of staff and, therefore, pursuant to State law, requires support staff members in in-service and other training programs.

By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Board shall approve a comprehensive staff development plan that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle.

The staff development plan shall provide for training for each paraprofessional who will use these materials in their assignment, and require documentation of satisfactory completion of the training by each individual.

In addition to requiring training about the fidelity of instructional materials for those support staff who may use them, incorporating school improvement plans, and aligning with principal leadership training, the District's staff development plan shall require necessary and appropriate training for the various classifications of support staff, including, but not limited to, job-specific skills training, training related to the *School Safety and Security Plan*, and any other training required by State or Federal law.

The Superintendent shall annually report to the Board on the implementation of the District's staff development plan.

Professional Learning Catalog

A. Components

As part of its coordinated system of professional learning, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with ~~the Florida Department of Education (~~FLDOE~~)~~ Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385 and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
    a. addressing the specific objectives;
    b. increasing employee knowledge and skills;
    c. changing employee dispositions or practice in the educational setting; and,
    d. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

B. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

C. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. Dates of participation;
3. Satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a professional certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

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Revised 7/30/24

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Legal F.S. 1012.22
F.S. 1012.98
F.S. 1012.985
F.A.C. 6A-5.069
F.A.C. 6A-5.071

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of Revised Policy - Vol. 26, No. 1, July 2025 - ABSENCES FOR RELIGIOUS INSTRUCTION
Code	*po5223 fsj 2/2/26 NO POLICY IN MANATEE Please see my note
Status	

Revised Policy - Vol. 26, No. 1

[NOTE: This policy is required by State law and the Florida Administrative Code.]

5223 - **ABSENCES FOR RELIGIOUS INSTRUCTION**

It is the policy of the School Board to cooperate with those parents who wish to provide for religious instruction for their children but also recognizes its responsibility to enforce the attendance requirements set forth in the State-mandated Student Progression Plan.

Upon receipt of a signed, written request (Form 5223 F1) from the parent/guardian or adult student, the Board will grant permission and allow exceptions to the student's attendance at school for religious instruction outside the school building by a religious group, church, or denomination. The signed, written request shall include the following:

A. a statement attesting that the religious instruction is not provided at a time that ~~does not conflict~~conflicts with the student's attendance at school;

B. a statement of acceptance by the parent/guardian or adult student for any liability that might arise as a result of the student's conduct while on this release; and,

C. a statement of acknowledgement by the parent/guardian that the~~indemnifying and holding harmless the District and~~ District is not responsible for any harm to the student or student's property~~personnel for any liability arising from conduct by the student~~ that ~~does not occur~~occurs while the student is away from Board property during the release. ~~on property under the District's control~~

Upon receipt of the signed, written request and provided the religious group, church, or denomination responsible for the religious instruction submits evidence, in writing, of the student's registration for religious instruction, as well as written weekly records documenting the student's attendance at such instruction for each day of release, the student shall be considered to have an excused absence during such release for religious instruction.

Prior to approving the request, the principal shall confirm that the student is enrolled in sufficient courses to allow for promotion or graduation and that the student's grades are adequate for promotion or graduation.

The principal may terminate the student's permission for non-attendance. The parent/guardian or adult student may appeal the principal's decisions to terminate permission for the student to be released for religious instruction to the Superintendent.

The religious instruction shall be the responsibility of the religious group, church, or denomination and transportation shall be the responsibility of the parent/guardian, adult student, or the religious institution.

No solicitation for attendance at religious instruction shall be permitted on District premises. No staff member shall encourage or discourage participation in any religious instructional program.

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Legal F.S. 1003.21

F.A.C. 6A-1.09514

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of SELF-ADMINISTERED MEDICATION AND EPINEPHRINE USE
Code	*po5330.01 2/3/26 fsj
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Adopted	June 27, 2017
Last Revised	October 22, 2024

5330.01 - **SELF-ADMINISTERED MEDICATION AND EPINEPHRINE USE**

A student may carry and self-administer a short-acting bronchodilator, epinephrine auto-injector, prescribed pancreatic enzyme supplement and/or may carry diabetic supplies and equipment to manage and care for their diabetes provided the student's parent or guardian provides the following:

A. For self-administration of a short-acting bronchodilator, the parent or guardian must provide the District with a written authorization that is signed and dated by both the parent or guardian and physician. The written approval by the physician must include the following:

1. name of the medication in the metered dose inhaler;
2. the prescribed dosage;
3. the times or the special circumstances under which the medication is to be administered; and
4. any other special related information regarding the administration of the metered dose inhaler.

B. For self-administration of an epinephrine auto-injector, the parent or guardian must provide the District with a written authorization that is signed and dated by both the parent or guardian and the physician. The written approval by the physician must include:

1. the times or the special circumstances under which the medication is to be administered; and
2. any other special related information regarding the administration of the epinephrine auto-injected.

C. For self-administration of prescribed pancreatic enzyme supplements, the parent or guardian must provide the District with a written authorization that is signed and dated and provide the prescription label containing the following:

1. name of the medication;
2. the prescribed dosage;
3. the times or the special circumstances under which the medication is to be administered; and
4. any other special related information regarding the administration of the medication.

D. For the use of a diabetic supplies and equipment, the parent or guardian must submit written authorization from the student's physician, containing the following:

1. an identification of the diabetic supplies and equipment the student is authorized to carry;
2. a description of which activities the child is capable of performing without assistance;
3. the times or the special circumstances under which the medication is to be administered;
4. any other special related information regarding the administration of the medication.

When providing the District with written authorization that is signed and dated by both the parent or guardian and the physician as required by State law and this policy, that written authorization must also include indemnification by the parent or guardian of the District, county health department, public-private partner, and their employees and volunteers for any and all liability for a student who does any of the following:

A. self-administer an epinephrine auto-injector;

B. carries diabetic supplies and equipment on their person and attends 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; or

C. use prescribed pancreatic enzyme supplements.

Emergency Allergy Treatment Educational Training Programs

Educational training programs in the District pertaining to emergency allergy treatment required by State law must be conducted by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity or individual approved by the Department of Health. The curriculum must include at a minimum:

A. recognition of the symptoms of systemic reactions to food, insect stings, and other allergens; and

B. the proper administration of an epinephrine auto-injector.

see also Policy 5780 - *Student/Parent Rights*)

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Revised 10/22/24

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F.S. 381.88

F.S. 1002.20

F.A.C. 6A-6.0251, Use of Epinephrine Auto-Injectors

F.A.C. 6A-6.0252, Use of Prescribed Pancreatic Enzyme Supplements

F.A.C. 6A-6.0253, Diabetes Management

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of STUDENT CONDUCT
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Status	
Adopted	October 23, 2018
Last Revised	December 2, 2025

5500 - **STUDENT CONDUCT**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District.

The Principal shall notify all school personnel as to their obligation to report to the Principal those acts and/or crimes which pose a threat to school safety. School personnel must also properly document the disposition of any such incident.

Zero Tolerance Policy

The School Board has zero tolerance for conduct that poses a threat to school safety. Zero tolerance policies must apply equally to all students and are not intended to be rigorously applied to petty acts of misconduct. This policy minimizes the victimization of students, staff, and volunteers and requires that necessary steps be taken to protect the victim of any violent act from any further victimization. In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

Florida law requires that students found to have committed one of the following offenses:

A. bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or

B. making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and shall be referred to mental health services identified by the District and to the criminal justice or juvenile justice system.

The Superintendent may consider the one (1) year expulsion requirement on a case-by-case basis and request that the Board modify the requirement by assigning a student to a disciplinary program or second chance school. The Superintendent's request for modification must be in writing and may only be presented to the Board for consideration if the student and/or the student's parent(s) agree in writing to accept the Superintendent's recommendation. The Board may approve the request if it is determined to be in the best interest of the student and the school system. If a student committing either of the offenses enumerated above is a student who has a disability, the Board shall comply with applicable State Board of Education rules for the discipline of such students.

Before the expiration of an expulsion period, the Superintendent shall determine, based upon the determination of the threat management team, whether the expulsion period should be extended and, if the expulsion period is extended, what educational services will be provided. A recommendation to extend the expulsion period must be provided to the student and their parents in accordance with F.S. 1006.08.

The District shall enter into agreements with local law enforcement specifying procedures so that acts that pose a threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction. The school's threat management team will consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of an act that would pose a threat to school safety.

School Environmental Safety Incident Reporting

The following acts are required to be reported to the Department of Education (FLDOE) as school environmental safety incidents (SESIR):

A. Alcohol (Level IV) - possession, sale, purchase, distribution or use of alcoholic beverages. "Use" means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

B. Aggravated Battery (Level I) - A battery where the attacker intentionally or knowingly causes more serious injury, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

C. Arson (Level I) - To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

D. Burglary (Level II) - Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

E. Bullying (Level IV) - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Policy 5517.01, *Bullying and Harassment*. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property.

F. Criminal Mischief (Felony Vandalism - $1,000 threshold) - Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti or other acts of vandalism on the property.

G. Disruption on Campus - Major (Level III) - Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others, such as, but not limited to, bomb threats, inciting a riot, or initiating a false fire alarm.

H. Drug Sale or Distribution (Level II) - The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance.

I. Drug Use or Possession (Level III) - The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. "Use" means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.

J. Fighting (Level III) - When two (2) or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention.

K. Grand Theft ($750 threshold) (Level III) - The unauthorized taking of the property of another person or organization, including motor vehicles, valued at $750 or more, without threat, violence, or bodily harm.

L. Harassment (Level IV) - as defined in Policy 5517, *Anti-Harassment*.

M. Hazing (Level III) - as defined in Policy 5516, *Student Hazing*.

N. Homicide (Level I) - The unjustified killing of one human being by another.

O. Kidnapping (Level I) - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their~~his/her~~ will and without lawful authority.

P. Other Major Incidents (Level III) - Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual.

Q. Robbery (Level II) - The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

R. Sexual Assault (Level II), Sexual Battery (Rape) (Level I), Sexual Harassment (Level III), and Sexual Offenses (Other) (Level III) - as defined in Policy 2266, *Nondiscrimination on the Basis of Sex in Educational Programs and Activities*.

S. Simple Battery (Level II) - An actual and intentional touching or striking of another person against their~~his/her~~ will, or the intentional causing of bodily harm to an individual.

T. Threat/Intimidation (Level III) - An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically, or through any other means.

U. Tobacco (Level IV) - as defined in Policy 5512, *Smoking and Tobacco-Free Environment*.

V. Trespassing (Level III) - To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry, if involves a student currently under suspension or expulsion, an offender who was previously issued an official trespass warning by school officials, or an offender who was arrested for trespass.

W. Weapons Possession (Level II) - as defined in Policy 5772, *Weapons*.

Acts that Pose a Threat to School Safety

Acts that pose a threat to school safety include, but are not limited to,:

A. possession of firearms or other weapons

B. placing, discharging, or throwing an explosive item or noxious substance or making threats to do so

C. arson

D. felony assault

E. threats of unsafe and potentially harmful, dangerous, violent, or criminal activities

Petty Acts of Misconduct

Petty acts of misconduct that are not a threat to school safety do not require consultation with law enforcement.

The following are typically considered petty acts of misconduct, although each act must be examined on a case-by-case basis to determine whether or not the act constitutes a threat to school safety requiring consultation with law enforcement:

A. disorderly conduct

B. disrupting a school function (Level IV)

C. simple assault or battery

D. verbal abuse or use of profanity

E. cheating

F. theft of less than $750, trespassing (incidents without prior official warning, not resulting in arrest, or not involving students under suspension or expulsion), and vandalism of less than $1,000

Assault or Battery on School District Personnel

Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate.

Further, upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

Code of Student Conduct

The Code of Student Conduct that is adopted annually shall provide for review of a decision to suspend or expel a student pursuant to this policy and the Code, consistent with F.S. 1006.07. The Code shall also include the following:

A. criteria for recommending to law enforcement that a student who commits a criminal offense be allowed to participate in a civil citation or similar prearrest diversion program as an alternative to expulsion or arrest;

   All civil citation or similar prearrest diversion programs must comply with F.S. 985.12.

B. criteria for assigning a student who commits a petty act of misconduct to a school-based intervention program. If a student's assignment is based on a noncriminal offense, the student's participation in a school-based intervention program may not be entered into the Juvenile Justice Information System Prevention Web.

Furthermore, if the Board receives notice from the Department of Juvenile Justice, as required by law, that a student enrolled in the District has been adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation as set forth in F.S. 1006.13(6)(a), the Board shall, pursuant to State law and the adopted cooperative agreement with the Department of Juvenile Justice, require that any no contact order entered by a court be enforced and that all of the necessary steps be taken to protect the victim of the offense or a sibling of the victim.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

Student conduct shall be governed by the rules and provisions set forth in the Code of Student Conduct which is reviewed and adopted annually in accordance with F.S. Chapter 120.

The Code of Student Conduct shall contain provisions for the assignment of violent or disruptive students to an alternative educational program and/or referral of such students to mental health services identified by the District.

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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 their~~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 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 and F.S. 1002.20. 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. An authorized health care practitioner as defined in F.S. 1002.20 may prescribe glucagon in the name of the District or student's school for use in accordance with F.S. 1002.20, and a licensed pharmacist may dispense glucagon pursuant to a prescription issued in the name of the District or student's school in accordance with F.S. 1002.20. Undesignated glucagon that is able to be administered as ordered in a student's diabetes medical management plan or health care practitioner's orders shall be made available at the student's school.

A school nurse or trained school personnel shall administer glucagon to students only if they have completed training and believe in good faith that the student is experiencing a hypoglycemic emergency. Immediately after undesignated glucagon has been administered to a student, **[ ]** the Principal **[** X**]** an employee at the student's school **[END OF OPTION]** shall call for emergency assistance, notify the school nurse, and notify the student's parent or guardian or emergency contact.

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. A school nurse or school personnel trained in the administration of glucagon who administers or attempts to administer glucagon in compliance with F.S. 1002.20 and F.S. 768.13, and the District, are immune from civil or criminal liability as a result of such administration or attempted administration of glucagon.

~~**[ ]** Schools **[END OF OPTION]**~~

~~d (FDA) **[END OF OPTION]**~~

~~**[END OF OPTION]**~~

(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.

N. 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~~ FDA~~Food and Drug Administration~~ for over-the-counter use to limit ultraviolet light-induced skin damage.

O. 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.

P. Emergency Opioid Antagonist ~~Naloxone~~ Use and Supply

Schools shall purchase a supply of an emergency ~~the~~ opioid antagonist (e.g., Naloxone) ~~naloxone~~ approved by the FDA 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~~ an FDA-approved emergency opioid antagonist at fair-market, free, or reduced prices for use in the event that a student has an opioid overdose. The FDA-approved emergency opioid antagonist ~~naloxone~~ must be maintained in a secure location on the school's premises.

A District employee who administers an approved emergency opioid antagonist to a student in compliance with F.S. 381.887 and 768.13 is immune from civil liability under F.S. 768.13.

Q.

R. 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

B. 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 **( )** or other method agreed to by the parent **[END OF OPTION]**. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension. (see also Policy 5610 - *Removal, Out-of-School Suspension, Disciplinary Placement, and Expulsion of Students*)

A student with a disability may only be recommended for suspension or expulsion in accordance with State Board of Education rules.

C. 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. (see also Policy 5610 - *Removal, Out-of-School Suspension, Disciplinary Placement, and Expulsion of Students*)

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 - *Educational Options*, Policy 2370.01 - *Virtual Instruction*, and Policy 5113 - *School Choice Options Provided by ~~the No Child Left Behind Act~~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) exhibits a substantial deficiency in early literacy skills based upon the results of the most recent progress monitoring administered pursuant to F.S. 1008.25 (2) has a substantial deficiency in reading ~~deficiency~~ identified under F.S. 1008.25 or scored below a Level 3 on the most recent Statewide, standardized English Language Arts (ELA) assessment, (3) exhibits a substantial deficiency in early mathematics skills based upon the results of the most recent progress monitoring administered pursuant to F.S. 1008.25, or (4) 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 most recent Statewide, standardized Mathematics assessment may seek a 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 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 Reading Deficiencies

Students with ~~Reading~~ Deficiencies

The parent of any K-3 student who exhibits a substantial deficiency in reading or the characteristics of dyslexia pursuant to F.S. 1008.25, and the parent of any K-4 student who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia pursuant to F.S. 1008.25, shall be immediately notified of the student's deficiency and consulted in the development of a plan, as described in F.S. 1008.25 and Policy 5410.01 - *Promotion, Acceleration, Placement, and Retention*.

~~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.~~

~~**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~~ and Other 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.

C.

D. Electrocardiogram

Beginning in the 2026-2027 school year and thereafter, and applicable under State law, students must receive an electrocardiogram before participating in athletics, unless the parent objects in writing based on religious tenets or practices or secures a certificate of medical exception or the District is unable to obtain a public or private partnership for the provisions of an electrocardiogram pursuant to F.S. 1006.165. (see also Policy 2431 - *Interscholastic Athletics*)

E.

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

C. Home education students, including those in a full-time virtual instruction program under F.S. 1002.45, 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.

D. Charter School Students

Charter school students, including full-time virtual 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. (see also Policy 2430 - *District-Sponsored Clubs and Activities*)

E. 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. (see also Policy 2430 - *District-Sponsored Clubs and Activities*)

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. (FLDOE)

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

D. 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*~~*Alternative Transportation Methods*)

E.

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.

Revised 9/13/22
Revised 11/14/23
Revised 4/23/24

F.S. 1006.165

F.A.C. 6A-6.0533

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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
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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
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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

F.A.C. 6A-6.053 F.A.C. 6A-6.0533

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of DISTRICT BUDGET
Code	*po6233 fsj 2/3/26
Status	
Adopted	June 27, 2017
Last Revised	January 16, 2024

6233 - **DISTRICT BUDGET**

A. Preparation

The budget shall be prepared and administered in accordance with Florida statutes and in accordance with Policy 6220.

B. Implementation of Budget

Implementation of the official District budget shall give appropriations and reserves therein the force and effect of fixed appropriations and reserves, and the same shall not be altered, amended, or exceeded except as authorized.

The School Board shall monitor the budget on a monthly basis.

Expenditures may exceed the amount budgeted by function or object provided the Board approves the expenditures and amends the budget no later than the annual due date established by the State Department of Education for submitting the District's annual financial report.

Pursuant to State law, if the Board finds and declares in a resolution adopted at a regular meeting of the Board that the funds received for any of the following categorical appropriations are urgently needed to maintain Board-specified academic classroom instruction, or improve school safety the Board may consider and approve an amendment to the School District operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

1. funds for student transportation;
2. funds for supplemental academic instruction Educational Enrichment allocation as provided in F.S. 1011.62(1)(f);
3. funds for the guaranteed allocation related to exceptional education students as provided in F.S. 1011.62(1)(e)2;
4. funds for library media;
5. funds for instructional materials if all instructional material purchases necessary to provide updated materials that are aligned with applicable state standards and course descriptions and that meet statutory requirements of content and learning have been completed for that fiscal year, but no sooner than March 1st;

   Funds available after March 1st may be used to purchase computers and device hardware for student instruction that comply with the requirements of F.S. 1001.20(4)(a)1.b.
6. class size reduction as provided in F.S. 1001.685;
7. guaranteed allocation;
8. Federally connected students supplement as provided in F.S. 1011.62(10).

The Board shall monitor the budget on a monthly basis.

C. General Fund Ending Fund Balance

The Constitution of the State of Florida requires that the District operate under a balanced budget. The Board understands that there may be unforeseen circumstances that can result in increases or decreases in revenue and/or expenditures. These circumstances would thereby impact the financial stability of the District.

An adequate fund balance reserve is necessary to cover unforeseen events (e.g., revenue shortfalls, student enrollment under projections, etc.). During the annual budget development process. the Superintendent shall plan for a general fund reserve not classified as restricted, committed, or nonspendable of at least five percent (5%) to include a three percent (3%) statutory reserve and a two percent (2%) strategic reserve and an additional contingency fund of up to three and one-half percent (3.5%) or provide the Board a written report explaining why these targets are not feasible. During the fiscal year, the Board shall maintain a general fund reserve of ending fund balance not classified as restricted, committed, or nonspendable of up to five percent (5%) of recurring general fund revenues, but no less than three percent (3%) but preferably at least five percent (5%).

1. If at the end of any fiscal year the General Fund Reserve ending fund balance not classified as restricted, committed, or non-spendable falls below three percent (3%) of actual revenues, excluding transfers, the

Superintendent shall develop and submit to the Board for approval a plan to restore the ending fund balance to three percent (3%) of projected general fund revenues.

2. The Superintendent shall provide written notification to the Board and the Commissioner of Education if the portion of the general fund's ending fund balance not classified as restricted, committed, or nonspendable in the District's approved operating budget is projected to fall below three percent (3%) of projected general fund revenues during the current fiscal year.

The Superintendent shall submit to the Board for approval a plan to avoid a financial emergency as determined pursuant to F.S. 218.503.

If such a financial condition exists for two (2) consecutive fiscal years, the Superintendent will reduce the District's administrative expenditures reported pursuant to F.S. 1010.215 in proportion to the reduction in the general fund's ending balance or the reduction in student enrollment, whichever is greater, as part of the plan submitted to the Board to avoid a financial emergency as determined pursuant to F.S. 218.503.

The Superintendent shall also submit to the Commissioner of Education the Board-approved plan to avoid a financial emergency as determined pursuant to F.S. 218.503.

D. (X) Emergency Financial Plan

The Chief Financial Officer shall prepare and present to the Board for approval an emergency financial plan in accordance with F.S. 252.391 for major natural disasters that may impact the Board's jurisdiction including, but not limited to, hurricanes, tornadoes, floods, and wildfires. The emergency financial plan must be based on the likely frequency of the disaster's occurence and include a calculation of the costs for the natural disaster event and a determination of the financial resources available to the Board. If insufficient funds are available to address the disaster event, the emergency financial plan should identify strategies to close the gap between the disaster event costs and the Board's financial capacity. Such strategies may include rainy day funds, reprioritizing the Board's annual budget, and borrowing.

The Board shall annually review the emergency financial plan to address any changes in conditions.

E. Loans to Schools

The Board may authorize loans from the General Fund to schools subject to the following provisions:

1. The purpose for which loans are made shall be for valid public education purposes.

2. Such loans shall be for the direct benefit of students.

3. All requests for loans must be made by the Principal and approved by the Superintendent and Associate Superintendent of Finance.

4. The Principal shall be directly responsible for the expenditure and repayment of such loans. If a payment is missed, the principal shall be given a period of one (1) calendar year from the date the payment is due to make said payment plus six percent (6%) interest on the amount due. No more than one (1) such annual payment may be allowed to be in arrears at one time.

5. The expenditure of loan proceeds shall be in accordance with all applicable laws, rules, regulations, and procedures.

F.S. 252.391

Revised 8/11/20
Revised 7/27/21
Revised 12/13/22
Revised 1/16/24

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Legal F.S. 1001.42
F.S. 1001.43
F.S. 1011.01
F.S. 1011.035
F.S. 1011.051
F.S. 1011.62

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Adopted	October 23, 2018
Last Revised	November 14, 2023

7544 - **USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The School Board authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents/guardians, staff including District approved volunteers and the general public. Social media is defined in Bylaw 0100.

The Superintendent is charged with designating the District-approved social media platforms/sites, which shall be listed on the District's website.

In designating District-approved social media platforms/sites, the Superintendent shall specify which platforms/sites are strictly prohibited for all uses and which ones may be appropriate for use at the District-level, the building or department level, for extra-curricular activities, and at the individual level by employees for professional purposes.

Students are prohibited from accessing social media platforms through the use of Internet access provided by the District except when expressly directed by a teacher solely for educational purposes.

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100) are a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes, and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See School Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication.

The District uses approved social media platforms/sites as interactive forms of communication and accepts public comments. The District-approved social media platforms/sites are considered limited public forums. As such, the District will monitor posted comments to verify they are on-topic, consistent with the posted rules for use of the forum, and in compliance with the platform/site's applicable terms of service. The District's review of posted comments will be conducted in a viewpoint-neutral manner, and consistent with State and Federal law. Employees' personal posts on the public platforms/sites are limited/restricted to matters of general public interest that are not related to the employee's specific employment and wholly unrelated to the employee's job responsibilities (i.e., matters where it is clear the individual is posting not in an official capacity, but simply as a member of the public). Employees in administrative positions are ordinarily not permitted to post personal comments on matters of general public interest because to do so could be misconstrued as District-sponsored speech.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures and applicable terms of service. Users are personally responsible for the content of their posts.

Social Media for Instructional and School-Sponsored Activities

Staff (including District-approved volunteers) may, with prior approval/authorization from the Principal, use social media platforms/sites for classroom instruction or school-sponsored activities. However, the use of TikTok or any successor platform is prohibited on District-owned devices, through Internet access provided by the District, or as a platform to communicate or promote any District school, school-sponsored club, extra-curricular organization, or athletic team. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, , Policy 7540.03/AP 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media, without appropriate consent.

Expected Standards of Conduct on District-Approved Social Media

Employees and District-approved volunteers who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous,

and civil manner.

District-approved social media sites must comply with Florida Department of Management Services's current list of prohibited applications and shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media, if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees and volunteers are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the Superintendent concerning District operations).

Retention of Public/Student Records

District communications that occur through the use of District-approved social media platforms/sites – including staff members'/volunteers' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. (See AP 8310A – Requests for Public Records).

Staff members and District-approved volunteers cannot rely on social networking platforms (e.g., Facebook, X (formerly Twitter), etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees and volunteers who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

Employees' Use of District Technology Resources to Access Social Media for Personal Use

Employees are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use during breaks, mealtimes, and before and after scheduled work hours.

They are reminded that the District may monitor their use of District technology resources.

Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use

Employees are permitted to use personal communication devices to access social media for personal use during breaks and mealtimes.

Employees and District-approved volunteers are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative procedures. If an employee/volunteer's communication interferes with his/her ability to effectively perform his/her job or violates State or Federal law, Board policies, or administrative procedures, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative procedure will be reviewed and updated as necessary.

Revised 11/14/23

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Legal

F.S. 112.22

F.S. Chapter 119

F.S. 1001.41

F.S. 1001.42

F.S. 1001.43

F.S. 1002.221

F.S. 1003.42

F.A.C. 6A-10.081

20 U.S.C. 1232g

34 C.F.R. Part 99

Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)

Children s Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of SAFE-SCHOOL OFFICERS
Code	*po8407 2/5/26 fsj
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Adopted	October 23, 2018
Last Revised	June 10, 2025

8407 - **SAFE-SCHOOL OFFICERS**

For the protection and safety of students, school personnel, visitors, and property, the District shall partner with local law enforcement agencies to establish or assign one or more Safe-School Officers at each school facility in the District, including charter schools. A Safe-School officer shall be present, at a minimum, during the school day when the school facility is open for instruction as defined by the approved school calendar (See, Policy 8210 - *School Calendar*).

Definitions

"Safe-School officer" means a school resource officer, a school safety officer, a school guardian, or a school security guard, as identified in F.S. 1006.12.

"School facility" means a public K-12 school, including a charter school, with a Master School Identification Number (MSID) number as provided under F.A.C. 6A-1.0016, with the following exceptions:

A. Schools with separate MSID numbers that are located at the same physical location and are co-located with each other are a single-school facility.

B. Schools that are located at separate physical locations and are not co-located, but share one MSID number are separate school facilities.

C. A school facility does not include:

1. schools without a physical location for instruction of students, such as virtual schools, virtual instruction programs, virtual course offerings, franchises of the Florida Virtual School and virtual charter schools;
2. settings where instruction is provided in a county jail or state prison, in a Department of Juvenile Justice facility or program, in a hospital, or while a student is homebound;
3. schools that provide only prekindergarten or adult education;
4. technical centers under F.S. 1004.91; and
5. private schools, regardless of whether or not their students receive State scholarship funds under F.S. Chapter 1002.

Training

Safe-School 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.

Limitations

An individual must satisfy background screening, psychological evaluation, and drug test requirements and be approved by the Manatee County Sheriff before participating in any training required by F.S. 30.15(1)(k) which may be conducted only by a sheriff.

School Resource Officers

The School Board will enter into cooperative agreements with law enforcement agencies for the provision of school resource officers. School resource officers must be certified law enforcement officers as defined in F.S. 943.10(1) and employed by a law enforcement agency as defined in F.S. 943.10(4). School resource officers shall:

A. undergo criminal background checks, drug testing, and a psychological evaluation; and

B. abide by Board policies and consult with and coordinate activities through school principals.

With respect to matters relating to employment, school resource officers shall be responsible to their law enforcement agency, subject to agreements between the Board and law enforcement agency. Activities conducted by school resource officers which are part of the regular instructional program of schools shall be under the direction of school principals.

The powers and duties of law enforcement officers shall continue throughout school resource officers' tenure.

School Guardians(The Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program)

The Board utilizes school guardians pursuant to The Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program.

The Superintendent shall be responsible for appointing school guardians. Prior to appointing school guardians, the Superintendent must verify through evidence provided by the Manatee County Sheriff that potential school guardians have met all the requirements set forth in F.S. 30.15.

The guardian training program must include twelve (12) hours about responding to and de-escalating incidents on school premises.

~~The District must report to the Florida Department of Law Enforcement (FDLE) the name, date of birth, and appointment date of each person appointed as a guardian, as well as the date of separation if a guardian leaves the assignment.~~

School guardians do not have the power of arrest or the authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident.

In support of school-sanctioned activities for purposes of F.S. 790.115, the following individuals may serve as a school guardian:

A. a District employee or personnel as defined under F.S. 1002.01 who volunteers to serve as a school guardian in addition to his/her official job duties; or

B. a District employee who is hired for the specific purpose of serving as a school guardian.

Prior to appointing school guardians, the Superintendent must provide the Board with evidence from the Manatee County Sheriff demonstrating that potential school guardians have met all the requirements set forth in F.S. 30.15.

Pursuant to Florida State Board of Education Rule 6A-1.0018, Florida schools are also required to establish a policy for safe-school officer assignment outside the regular school day, including during, before, and after school, summer school, during extracurricular activities, and for school-sponsored events.

School administration is responsible for determining if safe-school officers are needed for extracurricular activities and after-school events. School administration will consider the number of persons present, the ratio of staff members to students, and any other safety and security measures available.

The School Safety Specialist, in consultation with the Chief of Safety & Security, Law Enforcement, and the learning community and/or Executive Directory of Secondary Schools, may require schools to add or implement additional safety and security measures for extracurricular activities and after-school events.

Safe-School officers will be assigned during the summer session based on the availability of resources.

Notification of Incidents Involving Safe-School Officer Discipline, Dismissal or Discharge of a Firearm

A. Discharge of a Weapon

"Discharge" means to fire a gun or firearm.

The Superintendent must notice the Office of Safe Schools when a Safe-School officer assigned to any school facility in the District discharges a firearm in the exercise of Safe-School officer duties, other than for training purposes, as provided in F.S. 1006.12 (5). Notification must be made no later than seventy-two (72) hours of the incident by submitting Form SSON-2021 to SafeSchools@fldoe.org.

The Superintendent is also responsible for notifying the Manatee County Sheriff immediately after, but no later than seventy-two (72) hours after, a Safe-School Officer discharges their firearm in the exercise of their duties other than for training purposes.

B. Dismissal or Discipline

"Dismissal" means a Safe-School officer is permanently relieved of their position. Dismissal or termination is involuntary and initiated by the employer, including firings or other discharges for cause. "Discipline" means a Safe-School officer received a behavior-related official reprimand.

The Superintendent must notify the Office of Safe Schools when a Safe-School officer assigned to a school facility in the District has been disciplined for misconduct or has been dismissed from their duties as a Safe-School officer by their employer, including in cases where the officer is reassigned or moved to another school location, whether by a school district, charter school, law enforcement agency, or private security company, as provided F.S. 1006.12 (5). Notification must be made no later than seventy-two (72) hours of the dismissal or disciplinary action by submitting Form SSON-2021 to SafeSchools@fldoe.org.

C. The Superintendent must notify the Office of Safe Schools when there is an allegation of misconduct that results in a Safe-School officer being placed on administrative leave or reassigned pending completion of an investigation using the procedure set forth in F.A.C. 6A-1.0018 (18)(b)1. Within fifteen (15) days of completion of the investigation, updated information regarding the result of the investigation must be provided to the Office of Safe Schools.

The Superintendent is also responsible for notifying the Manatee County Sheriff immediately after, but no later than seventy-two (72) hours after, a Safe-School Officer is dismissed for misconduct or disciplined.

D. The Superintendent shall adopt and implement procedures to verify that charter schools, law enforcement agencies, and private security firms employing or contracting with Safe-School officers timely report discipline and dismissal of Safe-School officers and any discharge of an officer's weapon outside of training activities, so that the District can meet the reporting requirements under Florida law.

Crisis Intervention Training

Each Safe-School Officer who is also a sworn law enforcement officer must complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training must improve the officer's knowledge and skills as a first responder to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

Each Safe-School Officer who is not a sworn law enforcement officer must receive training to improve the officer's knowledge and skills necessary to respond to and de-escalate incidents on school premises.

Revised 7/27/21
Revised 3/8/22
Revised 12/13/22
Revised 3/28/23
Revised 10/22/24
Revised 6/10/25

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Legal F.S. 30.15
F.S. 1006.12
F.A.C. 6A-1.0018

Book	Policy Manual
Secti	8000
on	Operations
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Code	po8415
Status	Active
Adopted	June 27, 2017
Last	October 22, 2024
Revised	

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8415 - **EMERGENCY AND CRISIS MANAGEMENT**

The School Board recognizes that the use of its facilities and transportation services can be invaluable to this community in a crisis or emergency. Therefore, in the event of a local or State emergency and upon the request of the local emergency management agency, the District shall participate in the emergency management effort by providing its facilities for use as emergency congregate shelters and by providing personnel necessary to access them or perform other duties related to the facilities as may be required pursuant to the county emergency management plan and program. Additionally, if needed, the District shall coordinate the use of its vehicles and transportation personnel with the local emergency management agency to facilitate an emergency evacuation or for other related purposes.

The Board authorizes the Superintendent to establish a crisis management team whose members shall be trained in various emergency procedures.

If a life-threatening emergency is anticipated in or near the District, crisis management team members, as well as the principals and other designated personnel of schools serving as emergency congregate shelters, shall make themselves available as needed. Unless otherwise designated, the principal of each school serving as a congregate shelter shall be the "shelter manager" and shall be responsible for all aspects of the operation of the emergency congregate shelter.

The Board recognizes that exempt and non-exempt employees who serve on the crisis management team and who staff the congregate shelters during a declared emergency will be providing services that exceed their contractual obligations by working on days and at times when other District employees are not required to be on duty. In addition to receiving their regular pay in accordance with the Board-adopted salary schedule for their position, the Board shall pay ~~supplements~~ compensation to those employees who perform duties in direct support of the District's congregate sheltering and emergency operations on days when other District employees are not required to be on duty in accordance with the schedule for such emergency service that is adopted by the Board. Nonexempt staff members who receive such ~~supplements~~ compensation shall also receive one and one-half (1 1/2) times the established rate in the Board-approved schedule for such emergency service for hours worked beyond forty (40) hours in a seven (7) day period. In any case, the pay received shall be considered extra compensation and shall not be part of the employee's base salary prospectively. Prior to ~~an~~the impending storm, the Superintendent or designee, shall determine time and services required for employee(s) physically working the sheltering and emergency operations. ~~above their physically worked 40 hours work week, which exclude those sheltering in place.~~

Following the use of District facilities as congregate shelters, the Superintendent shall calculate the amount spent during the period the facilities were used for congregate shelters that is above and beyond the usual and customary expenses to operate the facilities during that time period for the following:

A. utilities (e.g., power, water, and telephone),

B. generator usage (rental costs and/or fuel required),

C. costs related to use of buses and other vehicles, excluding operator costs.

The Superintendent is authorized to submit the itemized total expended by the District for extra compensation for exempt and nonexempt staff, as well as the additional amount expended for the operation of the District facilities used as congregate shelters, to the Federal Emergency Management Agency (FEMA) for reimbursement. The Board shall be informed of the amount of reimbursement requested from FEMA at the next regularly scheduled Board meeting.

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During local or State emergency, based upon the health, safety, and welfare to the employee and others, the Superintendent is authorized to direct an employee to shelter in place. The employee will be fully compensated their normal rate of pay and any shift differential in pay during such time period.

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Revised 11/10/20
Revised 10/22/24

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F.S. 252.38
F.S. 252.385
F.S. 1001.41
F.S. 1001.42
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F.S. 1006.07
F.S. 1013.10
F.S. 1013.372

Book	Policy Manual
Section	V 26 N1 REVISED
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Adopted	June 27, 2017
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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.

The District shall comply with the school safety requirements, which apply from thirty (30) minutes before the school start time until thirty (30) minutes after the end of the school day, in accordance with F.S. 1006.07(6)(f), including the following:

A. All gates or other access points that restrict ingress to or egress from the exclusive zone of a school campus shall remain closed and locked when students are on campus. "Exclusive zone" means the area within a gate or door

allowing access to the interior perimeter of a school campus beyond a single point of entry. A gate or ~~other campus~~ access point to the exclusive zone may only~~not~~ be open or unlocked if one of the following conditions is met~~, regardless of whether it is during normal school hours, unless~~:

1. It is attended or actively staffed ~~by a person~~ when students are on campus;
2. T~~t~~he use complies~~is in accordance~~ with a shared use agreement pursuant to F.S. 1013.101;
3. Another closed and locked gate or access point separates the open or unlocked gate from the areas occupied by students; or,
4. the School Safety Specialist, or designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools (OSS) that the gate or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to F.S. 1001.212(14) to review if such determination is appropriate

This paragraph does not apply to the nonexclusive zone of a school campus. "Nonexclusive zone" means the area outside of the exclusive zone, but contained on school property. Nonexclusive zones may include, but are not limited to, such spaces as parking lots, athletic fields and stadiums, mechanical buildings, playgrounds, bus ramps, agricultural spaces, and other areas that do not give direct, unimpeded access to the exclusive zone.

B. All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. If a classroom or other instructional space door must be left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, the door must be actively staffed by a person standing or seated at the door. All school classrooms and other instructional spaces with a permanently installed door lock may also use temporary door locks during an active assailant incident. The temporary door lock must be able to be engaged or removed without opening the door; must be easily removed in a single operation from the egress side of the door without the use of a key and from the ingress side of the door with the use of a key or other credential; may be installed at any height; must otherwise be in compliance with the Florida Fire Prevention Code; and must be integrated into the active assailant response plan.

Instructional spaces for career and technical education that are designed as open areas, for which compliance with the requirements in paragraph B. above would affect the health and safety of students, may be exempted from compliance with that paragraph by the school safety specialist. To be exempt, the school safety specialist, or designee, must document in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the instructional space is exempt from these requirements due to negative impacts to student health and safety and the presence of other safety measures at the school that prevent egress from the instructional space to hallways or other classrooms or instructional spaces.

Common areas on a school campus, including but not limited to, cafeterias, auditoriums and media centers, when used for instructional time or student testing, must meet the requirements of paragraph B. only when such areas are being used for instructional time or student testing.

C. For schools that do not have a secure exclusive zone, a~~A~~ll campus access doors, gates, and other access points that allow ingress to or egress from a school building shall remain closed and locked at all times to prevent ingress, unless

1. A~~a~~ person is actively entering or exiting the door, gate, or other access point;
2. The door, gate, or access point is actively staffed by school personnel to prevent unauthorized entry; or
3. ~~the~~The School Safety Specialist, or designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to F.S. 1001.212(14) to review if such determination is appropriate. All campus access doors, gates, and other access points may be electronically or manually controlled by school personnel to allow access by authorized visitors, students, and school personnel.

There must be at least one (1) locked barrier between classrooms and instructional spaces and open school campus.

D. All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first ten (10) days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or designee, must document such determination in the Florida Safe Schools Assessment Tool portal maintained by the OSS, identifying where affected students must shelter in place. The OSS shall assist the School Safety Specialist with compliance during the inspection required under F.S. 1001.212(14).

Persons who are aware of a violation of the requirements must report the violation to the Principal. The Principal must report the violation to the school safety specialist no later than the next business day after receiving such report. If the person who violated this paragraph is the Principal or charter school administrator, the report must be made directly to the Superintendent or charter school governing board, as applicable.

Instructional and administrative personnel **[x]** as well as educational support employees and managers ~~**END OF OPTION**~~ as defined in F.S. 1012.01 who knowingly violate school safety requirements shall be subject to progressive discipline which may include, but is not limited to, verbal warning up to termination of employment. The seriousness of the employee's violation of a school safety requirement and any prior disciplinary offenses will be taken into consideration in determining the appropriate discipline to be implemented.
This is where the section that you do not have in

~~This is where that section that is missing ends.~~
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.

Substitute Teachers

Each substitute teacher must be provided all school safety protocols and policies before beginning their first day of substitute teaching at a school.

Emergency Communication Systems

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.

Drills

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
Revised 4/23/24

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Legal

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

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of AUTOMATED EXTERNAL DEFIBRILLATORS (AED)
Code	*po8452 fsj 2/5/26
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8452 - **AUTOMATED EXTERNAL DEFIBRILLATORS (AED)**

~~The School Board has determined that Florida law authorizes the placement of an automated external defibrillator (AED) in school buildings owned or leased by the District for the purpose of saving the life of a person in cardiac arrest. The location of each AED shall be registered with a local emergency medical services medical director.~~

An automated external defibrillator (AED) is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. Sudden cardiac arrest occurs when ventricular fibrillation takes place or when the heart stops beating altogether. Without medical attention, the victim collapses, loses consciousness, becomes unresponsive, and dies. Many victims have no prior history of heart disease and are stricken without warning.

Each District school shall develop a plan for urgent life-saving emergencies (PULSE) that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. Each PULSE must integrate evidence-based core elements and consider those elements recommended by the American Heart Association for schools responding to cardiac emergencies. District officials shall work directly with local emergency service providers to integrate the PULSE into the community's emergency responder protocols.

No later than July 1, 2027, each District school shall have at least one (1) operational AED on school grounds. The AED must be available in a clearly marked and publicized location. Schools must maintain the AED according to the manufacturer's recommendations and maintain all verification records for such defibrillators.The School Board has determined that Florida law authorizes the placement of an automated external defibrillator (AED) in school buildings owned or leased by the District for the purpose of saving the life of a person in cardiac arrest. The location of each AED shall be registered with a local emergency medical services medical director.

In addition to the one (1) operational AED that must be on school grounds, Eeach public school in the District that is a member of the Florida High School Athletic Association (FHSAA) must have a separate operational AED on school grounds in a clearly marked and publicized location for each athletic contest, practice, workout, or conditioning session, including those conducted outside of the school year. ~~:~~

~~An AED is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. Sudden cardiac arrest occurs when ventricular fibrillation takes place or when the heart stops beating altogether. Without medical attention, the victim collapses, loses consciousness, becomes unresponsive, and dies. Many victims have no prior history of heart disease and are stricken without warning.~~

All employees or volunteers who are reasonably expected to use an AED will be required to complete appropriate training, including completion of a course in cardiopulmonary resuscitation (CPR) or a basic first aid course that includes CPR and demonstrated proficiency in the use of an AED. All employees or volunteers who are reasonably expected to use an AED shall be notified annually of the location of each AED on school grounds~~, which shall be available in a clearly marked and publicized location for each athletic activity~~. The location of each AED must also be registered with a local emergency medical services medical director.

In accordance with State law, any person, including District employees or volunteers who uses or attempts to use an AED on a victim of a perceived medical emergency, without objection of the victim of the perceived medical emergency, is immune from civil liability for any harm resulting from the use or attempted use of such AED, subject to certain exceptions set forth in Florida law.

If an AED device is placed in a building, the Board directs the Superintendent to develop procedures that govern AEDs, including, but not limited to, the use of the AED, placement of the AED, training, and maintenance and testing of the devices. In promulgating these procedures, the Superintendent shall follow the procedures and recommendations developed pursuant to State law by the Secretary of the Department of Health.

F.S. 1003.457

Revised 5/24/22

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Legal 21 C.F.R. 801.109

F.S. 401.2915

F.S. 768.13

F.S. 768.1325

F.S. 1003.457

F.S. 1006.165

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of COMMUNITY NOTIFICATION OF REGISTERED SEXUAL PREDATORS/SEX OFFENDERS
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Adopted	June 27, 2017
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8470 -

~~COMMUNITY NOTIFICATION OF~~ REGISTERED SEXUAL PREDATORS/SEX OFFENDERS

The School Board is committed to assisting the sheriff and chiefs of police with their statutory requirement for mandatory community notification of sexual predators and optional community notification with regard to sex offenders as required by the Public Safety Information Act, 1997. The Board is further committed to implementing Florida laws relating to the presence of individuals convicted of certain sex-related crimes on school property.

Distribution of Information Provided to School

A. All posters and/or other information provided directly to schools by the sheriff or chief of police will be maintained by the school for review by parents, students, and other members of the public. The principal will maintain an updated binder system of offenders for review by parents, students, and other members of the public. This is the primary means of notification to schools for the purpose of community notification within each law enforcement jurisdiction.

B. All posters and/or other information provided directly to the Office of Professional Standards/Director of Safety and Security by the sheriff or chief of police will be distributed to all schools within the District. The principal will also include this information of offenders in the updated binder system of offenders for review by parents, students, and other members of the public. This is a secondary means of notification to schools for the purpose of community notification within each law enforcement jurisdiction and is meant to be supplemental.

Resource Information

The District will provide a supplemental pamphlet to assist parents, students, and other members of the public with phone numbers, websites, addresses of law enforcement agencies, and other appropriate governmental organizations to provide more detail concerning sex offender/sexual predator identification.

Public Posting of Sex Offender/Sexual Predator Information

A. An information poster placed in the public area of the school will alert all members of the community that the sheriff and/or chief of police has provided to the school, posters or other information concerning sex offenders, as required by law. The poster will direct members of the public to the updated binder system of offenders, which is maintained in the public area of the school office.

B. School(s) will not display the actual posters of sex offenders/sexual predators in any area of the school.

Public Meetings

School(s) will assist law enforcement jurisdictions with public meetings with regard to community notification by providing space for the meetings when such facilities are requested of the principal. The content and general conduct of the meeting is the responsibility of the local law enforcement jurisdiction.

Direct Public Notification by Schools

A. It is the legislated responsibility of the sheriff or chief of police to make direct community notification, with regard to sex offenders and/or sexual predators. In an effort to be consistent with the statute, neither the District office nor the schools will engage in direct public notification.

B. Schools will continue to use newsletters and other informational sources to alert parents and students with regard to issues of student safety.

Presence of Individuals Convicted of Certain Sex-Related Crimes on School Property

In accordance with Florida law, except those who have been removed from the requirement to register as a sexual offender or sexual predator pursuant to Florida law, an individual convicted of committing, or attempting, soliciting, or conspiring to commit, any of the criminal offenses identified in F.S. 847.022 is prohibited from knowingly be present in any child care facility or school containing any students in pre-K through grade 12 or on real property comprising any child care facility or school containing any students in pre-K through grade 12 when the child care facility or school is in operation, if such individual fails to:

A. provide written notification of their intent to be present to the School Board, Superintendent, Principal, or child care facility owner;

B. notify the child care facility owner or the school Principal's office when they arrive and depart the child care facility or school; or,

C. remain under direct supervision of a school official or designated chaperone when present in the vicinity of children.

As used in this paragraph, the term "school official" means a Principal, a school resource officer, a teacher, or any other employee of the school, the Superintendent, a member of the Board, a child care facility owner, or a child care provider.

Any individual who fails to adhere to the notice requirements herein will be immediately reported to a school resource officer or other law enforcement agency and be subject to notification that future presence on District property will be considered trespassing.

The notice requirements herein do not apply in the following situations:

A. The child care facility or school is a voting location and the individual is present for the purpose of voting during the hours designated for voting; or,

B. The individual is only dropping off or picking up their own children or grandchildren at the child care facility or school.

F.S. 856.022

Revised 10/23/18

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F.S. 775.21
F.S. 775.25
F.S. 856.022
F.S. 943.0435
F.S. 944.606
F.S. 1006.695

Book	Policy Manual
Section	V 26 N1 REVISED
Title	Copy of CHARTER SCHOOLS
Code	*po9800 fsj 2/5/26
Status	
Adopted	June 27, 2017
Last Revised	October 22, 2024

9800 - **CHARTER SCHOOLS**

F.S. 1002.33 empowers the School Board with oversight responsibility for all charter schools situated within Manatee County, Florida. The Board designates the Superintendent to receive and review all charter applications. The Superintendent shall recommend to the Board the approval or denial of each charter application and charter contract as required by State law. The Board shall have final authority, by majority vote, to approve or deny any application and charter contract submitted to the Board within the time frame set forth in State law.

Approved charter schools are public schools and shall receive goods and services from the Board as required by law and/or specified through a contract with the Board.

If approved, the initial charter shall be for a term of five (5) years, excluding two (2) planning years. The Board may renew charters under the conditions and for terms as set forth in State law.

In addition, a charter school that satisfied the requirements set forth in State law for designation as a high-performing charter school may receive a modification of its term to fifteen (15) years or a fifteen (15) year charter renewal. The charter may be modified or renewed for a shorter term at the option of the high-performing charter school.

The Board shall enter into a charter with a charter school utilizing the State-approved Florida Standard Charter Contract. The Board, as sponsor, shall perform the duties provided in F.S. 1002.33 and as otherwise required by law.

Charter contracts may be non-renewed or terminated as set forth in the charter contract or as otherwise permitted under State law. Such conditions may include, but are not necessarily limited to, when a charter school:

A. fails to participate in the State's education accountability system created in F.S. 1008.31, or fails to meet the requirement for student performance as specified in the charter;

B. fails to meet generally accepted standards of fiscal management due to deteriorating financial conditions or financial emergencies determined pursuant to F.S. 1002.345; and/or

C. materially violates the law.

Application Procedure

Potential applicants should send letters notifying the Board of their intent to submit an application to open a public charter school not later than July 1st. Such correspondence should be directed to the Department of District Support. Failing to send the letter of intent will in no way negatively impact the application.

Applicants must submit the State-approved Standard Charter School Application along with all documents required by State law.

Applicants anticipating a request for District services (i.e., transportation, payroll services, use of facilities, etc.) must include a proposed contract for each service desired.

School Governance/Management

A. Charter schools shall organize or be operated by a not-for-profit organized pursuant to F.S. Chapter 617, a municipality, or another public entity, as provided by law.

B. Charter School's Governing Board Requirements

1. The charter school's governing board shall be solely responsible for the operation of the charter school which includes, but is not limited to, school operational policies; academic accountability; and financial accountability.

   As required by State law, 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. Furthermore, this representative must reside in the District in which the charter school is located. The individual serving as the parental involvement representative must reside in the District and may be a governing board member, charter school employee, or an individual with whom the charter school contracts to represent the board in this capacity. If the governing board oversees more than one charter school in the District, a representative to facilitate parental involvement shall be appointed for each school. The name and contact information for the representative must be provided in writing to parents of children enrolled in the charter school at least annually and must also be prominently posted on the charter school's website. Governing board members are not required to reside in the District if the charter school otherwise

complies with the terms of this paragraph.

The charter school's governing board shall hold at least two (2) public meetings per school year in 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 charter school's operations. The appointed representative to facilitate parental involvement and the principal or director or his/her equivalent 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 F.S. Chapter 120.

2. Governing board members must:

    a. notify the Board of changes in membership within forty-eight (48) hours of change; and

    b. successfully fulfill a background check by the Board, as specified by law upon appointment to the governing board.

    Costs of background screening shall not be borne by the charter school.

3. Governing board members must develop and approve by-laws that govern the operations of the board and the charter school prior to execution of the charter contract and annually consult with charter school staff to refine overall policy decision-making of the charter school as it regarding curriculum, financial management, and internal controls.

4. Governing board members and their spouses are prohibited by State law from serving as an employee of the charter school or receive compensation, directly or indirectly, from the charter school's operations, including but not limited to: grant funds; lease/mortgage payments; or contracted service fees.
5. A landlord of a charter school or their spouse or an officer, a director, or an employee of an entity that is a landlord of a charter school or spouse may not be a member of a governing board of a charter school unless the charter school was established pursuant to F.S. 1002.33.
6. Governing board members must participate in FLDOE-sponsored charter school governance training to ensure that each board member is aware of his/her duties and responsibilities, pursuant to State Board Rule F.A.C. 6A 6.0784:

    a. Each governing board member must complete a minimum of four (4) hours of instruction focusing on Government in the Sunshine, conflicts of interest, ethics, and financial responsibility as specified in F.S. 1002.33(9)(k). After the initial four (4) hour training, each member is required, within the subsequent three (3) years and for each three (3) year period after that to complete a two (2) hour refresher training on the four (4) topics above in order to retain his/her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to remain eligible as a charter school board member.

    b. New members joining a charter school board must complete the four (4) hour training within ninety (90) days of appointment to the board.

7. Dispute Procedures (Board versus Charter School Governing Board)

    Application, nonrenewal, and termination decisions are not subject to this dispute resolution process and must follow the procedures in F.S. 1002.33, Board policy, and the charter contract. Nothing contained herein shall operate to limit a charter school's rights to utilize the dispute resolution procedures set forth in F.S. 1002.33.

    a. The Board and the charter school agree that the existence and the details of a dispute notwithstanding, both parties shall continue without delay their performance under the charter contract, except for any performance, which may be directly affected by such dispute.

    b. Either party shall notify the other party that a dispute exists between them. The notification shall be in writing and shall identify the article and section of the contract that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the Board and the charter school's director for further consideration and discussion to attempt to resolve the dispute.

    c. Should the representatives named in paragraph b above be unable to resolve the dispute within ten (10) days of receipt of written notification by one to the other of the existence of such dispute, then the matter may be submitted by either party to the Superintendent and to the school's governing board chair for further consideration and discussion to attempt to resolve the dispute.

    d. Should the parties still be unable to resolve their dispute within thirty (30) days of the date of receipt of written notification by one to the other of the existence of such dispute, then either party may proceed with utilizing the dispute resolution procedures set forth in F.S. 1002.33.

8. Conflict Resolution (Charter School versus Parents/Legal Guardians, Employees, and Vendors)

    a. All conflicts between the charter school and the parents/legal guardians of the students enrolled at the charter school shall be handled by the charter school or its governing board. The procedures for handling such conflicts must be set forth in the charter contract.

    b. Evidence of each parent's acknowledgment of the charter school's Parent Conflict Resolution Process shall be available for review upon request by the Board.

    c. All conflicts between the charter school and the employees of the charter school shall be handled by the charter school or its governing board.

d. All conflicts between the charter school and vendors of the charter school shall be handled by the charter school or its governing board.

e. The Board shall be provided with the name and contact information of the parties involved in the charter school's conflict resolution process. The Board shall be notified immediately of any change in the contact information.

C. Management Companies

1. If a management company or a combination of contracted professionals will be managing the charter school, the contract(s) between the charter school and company(ies) shall be submitted to the Board for review prior to the approval of the charter school's contract. If a decision to hire any of these entities occurs subsequent to the execution of the charter contract or amendment, the contract(s) between the charter school and company(ies) shall be submitted to the Board at least ten (10) days before any payment is made to any of the entities.

2. Any proposed amendments to the contract with the management company shall be submitted to the Board for approval prior to execution of that amended contract with the management company by the charter school. A copy of all executed contracts must be provided to the Board within the timeframe provided by the charter contract.

3. All management company contracts with the charter school must make it clear that the charter governing body shall retain and exercise continuing oversight over all charter school operations and must contain provisions specifying the ability for the charter school to terminate the contract and must comply with terms as stated in the charter contract between the charter school and the Board. Any default or breach of the terms of the charter contract by the management company(ies) shall constitute a default or breach of the charter contract by the charter school.

4. Neither employees of the management company nor relatives of the management company's employees as defined in F.S. 1002.33 shall serve on the charter school's governing board or serve as officers of the charter school.

D. Voluntary Closure of Charter School

A charter may be terminated by a charter school's governing board through voluntary closure. The decision to cease operations must be determined at a public meeting. The governing board shall notify the parents and Board of the public meeting in writing before the public meeting. The governing board must notify the Board, parents of enrolled students, and FLDOE in writing within twenty-four (24) hours after the public meeting of its determination. The notice shall state the charter school's intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds pursuant to Florida law.

Employees of Charter Schools

A charter school shall employ or contract with employees who have undergone background screening as provided in F.S. 1012.32. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in F.S. 1012.32 upon appointment to the governing board.

A charter school shall disqualify instructional personnel and school administrators, as defined in F.S. 1012.01, from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under F.S. 1012.315.

Charter school personnel may not appoint, employ, promote, or advance any relative, or advocate for appointment, employment, promotion, or advancement of any relative to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control. 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. For purposes of this policy, the definition of relative shall be as it is defined in F.S. 1002.33(24)(a)(2).

Full disclosure of the identity of all relatives employed by the charter school shall be in accordance with F.S. 1002.33.

The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators.

Resolution of Student Health, Safety, or Welfare Complaints

In the event a parent of a student in a District charter school is unable to resolve a student health, safety, or welfare complaint under F.S. 1001.42(8)(c) with the charter school's principal or designee, the following procedures shall be utilized to resolve the dispute:

The School District of Manatee County General Counsel shall be responsible for responding to inquiries from the FLDOE regarding a request for an appointment of a Special Magistrate for charter school student complaints.

Within five (5) days of receipt of notice that a parent has requested the appointment of a Special Magistrate pursuant to F.A.C. 6A-6.0791, the District will provide to the FLDOE a statement addressing whether any of the grounds for dismissal as described in F.A.C. 6A-6.0791(7)(b) apply to the parental request for appointment of a Special Magistrate.

Additionally, the District will expeditiously contract for payment of a Special Magistrate appointed by the Commissioner of Education and notify the FLDOE within no more than twenty (20) days after receiving notice of the appointment of a Special Magistrate that an agreement has been reached for payment with the appointed Special Magistrate.

All costs incurred by the District for revising and responding to a parent complaint under this section is a service provided by the District to the charter school. The charter school shall be responsible for the District's actual costs unless a different amount is mutually agreed to by the District and charter school in a contract negotiated separately from the charter.

Board Annual Report Submission

The Board shall submit an annual report to the FLDOE in a web-based format to be determined by the FLDOE. The report shall include the:

A. number of applications received during the school year and up to August 1st and each applicant's contact information;

B. date each application was approved, denied, or withdrawn; and

C. date each final contract was executed.

Each year, by November 1, the Board shall submit to the FLDOE the information set forth in A through C for the previous year.

Facilities

No later than January 1st, the FLDOE shall annually provide to the District a list of all underused, vacant, or surplus facilities owned or operated by the District as reported in the Florida Inventory of School Houses. The District may provide evidence to FL DOE that the list contains errors or omissions within thirty (30) days after receipt of the list. By each April 1st, FLDOE shall update and publish a final list of all underused, vacant, or surplus facilities owned or operated by the District, based upon updated information provided by the District. A hope operator establishing a school of hope may use an educational facility identified in this section as prescribed in F.S. 1002.33(7)(d).

Services

The Board will provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services, exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the National School Lunch Program, consistent with the needs of the charter school, are provided by the Board at the request of the charter school, that any funds due to the charter school under the National School Lunch Program be paid to the charter school as soon as the charter school begins serving food under the National School Lunch Program and that the charter school is paid at the same time and in the same manner under the National School Lunch Program as other public schools serviced by the Board; test administration services, including payment of the costs of State-required or Board-required student assessments; processing of teacher certificate data services; and information services, including equal access to the sponsor's student information systems that are used by public schools in the District. Access to the District's student information system by the charter school and/or its contractor will be provided unless prohibited by State or Federal laws. Student performance data for each student in a charter school, including, but not limited to, State-mandated testing scores, standardized test scores, coordinated screening and progress monitoring student results, previous public school student report cards, and student performance measures, shall be provided by the Board to a charter school in the same manner provided to other public schools in the District.

The District will provide training to charter schools on systems the District requires charter schools to use.

The Board may withhold an administrative fee for the provision of such services which shall be a percentage of the available funds defined in F.S. 1002.33(17)(b) calculated based on weighted full-time equivalent students. If the charter school services seventy-five percent (75%) or more exceptional education students as defined in F.S. 1003.01(3), the percentage shall be calculated based on unweighted full-time equivalent students. The administrative fee shall be calculated as follows:

A. Up to five percent (5%) for the following:

1. enrollment of up to and including 250 students in a charter school as defined in F.S. 1002.33(20);

2. enrollment of up to and including 500 students within a charter school system which meets all of the following:

a. includes conversion charter schools and nonconversion charter schools;

b. has all of its schools located in the same county;

c. has a total enrollment exceeding the total enrollment of at least one school district in Florida;

d. has the same governing board for all of its schools; or

e. does not contract with a for-profit service provider for management of school operations;

3. enrollment of up to and including 250 students in a virtual charter school; and,

4. Up to two percent (2%) for enrollment of up to and including 250 students in an exceptional student education center that meets the requirements of the rules adopted by the State Board of Education pursuant to F.S. 1008.3415(3).

B. Up to two percent (2%) for enrollment of up to and including 250 students in a high-performing charter school as defined in F.S. 1002.331.

The Board will not charge charter schools any additional fees or surcharges for administrative and educational services in addition to the maximum percentage of administrative fees withheld pursuant to this policy. The Board will not charge or withhold any administrative fee against a charter school any funds specifically allocated by the Legislature for teacher

compensation.

The Board shall provide the FLDOE by no later than September 15th of each year the total amount of funding withheld from charter schools pursuant to this policy and Florida law for the prior fiscal year.

By September 15th of each year, the Board shall provide a report to the charter schools it sponsors and the FLDOE on what services are being rendered from the District's portion of the administrative fee, including a list of the services.

If goods and services are made available to the charter school through the contract with the Board, they shall be provided to the charter school at a rate no greater than the Board's actual cost unless mutually agreed upon by the charter school and the Board in a contract negotiated separately from the charter. When mediation has failed to resolve disputes over contracted services or contractual matters not included in the charter, an appeal may be made to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on the dispute. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the mediation process, administrative proceeding, and any appeals to be paid by the party whom the administrative law judge rule against. To maximize the use of State funds, the Board shall allow charter schools to participate in the sponsor's bulk purchasing program if applicable.

The governing body of the charter school may provide transportation through an agreement or contract with the Board. The charter school and the Board shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

School Safety Requirements

Each charter school in the District must comply with the requirements of F.A.C. 6A-1.0018 and Florida law pertaining to school safety, including the requirement that charter schools coordinate with the District's School Safety Specialist. See also, Board Policy 8405 (*School Safety and Security*) and Policy 8407 (*Safe-School Officers*).

Funding

By July 1 of each year, the Board will provide charter schools the following information pertaining to shared revenues generated by a discretionary half-cent sales surtax, voted District school operating millage, and nonvoted District school capital improvement millage:

A. The estimated total revenue to be received from each tax;

B. The estimated per-student allocation to charter schools from each tax and the methodology used to determine the estimate;

C. The estimated timeframe within which the charter school will receive funds from each tax; and,

D. A detailed explanation for each revenue transmission at the time funds are transferred.

By March 31 of each year, the District shall provide the FLDOE a summary report, by charter school, of distributed revenues, by revenue source, and shall post the report on the District's website.

Interpretation

In the event that an existing charter school contract provision is found to be inconsistent with this policy, the charter contract provision prevails.

Revised 10/23/18
Revised 8/11/20
Revised 3/28/23
Revised 11/14/23
Revised 10/22/24

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Legal

F.S. 39.203
F.S. Chapter 120
F.S. 218.39
F.S. 218.391
F.S. 218.503
F.S. 286.23
F.S. 768.095
F.S. 1001.10
F.S. 1001.41
F.S. 1002.31
F.S. 1002.33
F.S. 1002.3301
F.S. 1002.345
F.S. 1008.31

F.S. 1008.34

F.S. 1011.60

F.S. 1012.01

F.S. 1012.315

F.S. 1012.32

F.S. 1013.12

F.A.C. 6A-1.0081

F.A.C. 6A-1.099827

F.A.C. 6A-2.0020

F.A.C. 6A-6.0781

F.A.C. 6A-6.0784

F.A.C. 6A-6.0786

F.A.C. 6A-6.07862

F.A.C. 6A-6.0787

AGENDA ITEM NO. 14.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of School Board Member Spray to Travel to Washington, D.C. with the Greater Florida Consortium of School Boards March 16-18, 2026 Not to Exceed $2,300.00 (General Fund) - *added after publication*

Executive Summary
Approval of item will permit School Board Member Spray to Travel to Washington, D.C. with the Greater Florida Consortium of School Boards March 16-18, 2026 Not to Exceed $2,300.00 (General Fund)

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
Approval of School Board Member Spray to travel to Washington, D.C. with the Greater Florida Consortium of School Boards March 16-18, 2026 Not to Exceed $2,300.00 (General Fund).

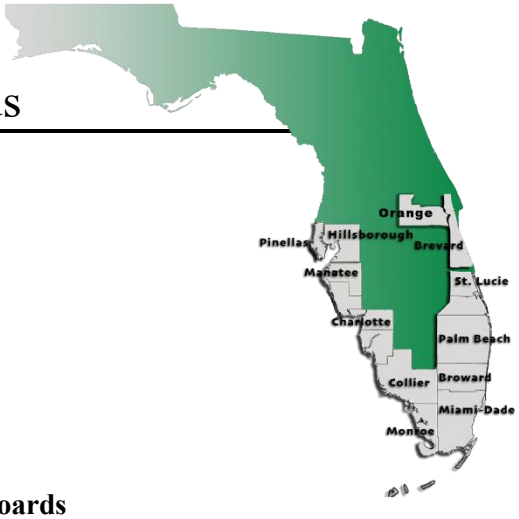
Financial Impact
Funding is General Fund and is included in the FY 2025-2026 budget.

Contact
Submitting Department: School Board

Attachments:
GFCSB Washington, D.C. Congressional Visits agenda
Travel Expense Worksheet GFCSB DC

Greater Florida Consortium of School Boards

Caprice Edmond
301 4th Street SW
Largo, FL 33770
(727) 588-6300



February 13, 2026

TO: All Members of the Greater Florida Consortium of School Boards

FROM: Caprice Edmond
President of the Greater Florida Consortium of School Boards

Subject: Washington D.C. Congressional Visits

The GFCSB 2026 Federal Program has been adopted without any changes by all member districts. Available for your use is the link to the Federal Legislative Program.

School Board Members and Superintendents are invited to Washington D.C. to meet with our Florida Delegation Members on Tuesday, March 17, 2026, and Wednesday, March 18, 2026.

Visits will be scheduled from 12:00 pm to 4:00 pm on Tuesday, and 9:00 am to 4:00 pm on Wednesday.

This effort will begin after the conclusion of the Council of the Great City Schools that some of our members will be attending.

Hotel arrangements have been made at the **Washington Hilton**, located at 1919 Connecticut Avenue, N.W., Washington D.C. 20009, with a special room rate of $289.00.

Click here to make hotel reservations online. **Reservations cut-off date is February 23, 2026**.

If you plan to participate, please notify Florida School Services (floridaschoolservices@gmail.com).

Caprice Edmond
President
Pinellas County

Roberto Alonso
President-Elect
Miami-Dade County

Edwin Ferguson
Secretary/Treasurer
Palm Beach County

Travel Expense Worksheet						
Expense	# Attending	# of Nights	Per diem			
Mileage						
			0.655	**0.00**		
			0.655	0.00		
Hotel/Resort fee						
289.00	1	2		**578.00**		
50.00	1	2		**100.00**		
25.00	1	2		**50.00**		
	2	2		**0.00**		
Flight						
874.45	1	1		**874.45**		
Car Rental						
450.00	1	1		**450.00**		
Food						
Breakfast	1	3	11.00	33.00		
Lunch	1	3	11.00	33.00		
Dinner	1	3	19.00	57.00		
				123.00		
Total Expenses Anticipated				**2,175.45**		

AGENDA ITEM NO. 14.2

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Black History Month 2026 Proclamation

Executive Summary
The School Board honors and celebrates Black History Month 2026.

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

Attachments:
Black History Month Proclamation

Black History Month Proclamation
School District of Manatee County

WHEREAS, the month of February is set aside each year by the United States Congress with the passage of Public Law 99-244 in 1986, to celebrate and remember the vital and significant contributions that black Americans have made to American history and to the richness of American culture; and

WHEREAS, black Americans have made important and vibrant contributions to the history and to the culture of the State of Florida and of Manatee County; and

WHEREAS, black educators have played a prominent role in the history of education in Manatee County, serving in every capacity, from bus driver to teacher to principal to superintendent to School Board Chair; and

WHEREAS, as required by Florida Statute 1003.42(2)(f), the educators of the School District of Manatee County will teach the history and vital contributions of black Americans in helping to build and strengthen American society and celebrate their inspirational stories; and

NOW THEREFORE, BE IT PROCLAIMED by the School Board of Manatee County that the month of February 2026 shall be known, designated, and set aside as: "**Black History Month"** in Manatee District Schools.

Adopted with a quorum present and voting this 24th day of February, 2026.

AGENDA ITEM NO. 16.1

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing

Title
Year-to-Date Financial Statements Through December 31, 2025 (No Financial Impact)

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 $111.2 million through the month of December. Revenues have increased 74.1% and expenditures have increased 10.2% over December 2024.

The beginning unassigned fund balance as of July 1, 2025, was $58.6 million. The District's unassigned fund balance is projected to be a positive $54.7 million by June 30, 2026.

Food Service Fund - Expenditures exceeded revenues by $1.0 million through the month of December, resulting in an ending fund balance of $10.3 million at the end of December 2025. Expenditures exceeded revenues due to the additional materials and supplies for the beginning of the year.

Internal Service Funds - Expenditures exceeded revenues by approximately $2.7 million through the month of December 2025.

- Health Insurance Fund - Expenditures exceeded revenues by approximately $2.4 million through the month of December, resulting in an ending net position of $10.6 million at the end of December 2025.
- Workers' Compensation Fund - Expenditures exceeded revenues by approximately $267,553 through the month of December, resulting in an ending net position of $4.8 million at the end of December 2025. Expenditures are in line with prior year claims and amounts budgeted through December 2025.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley, Director of Finance

Attachments:
Financial Statements December 2025

The School District of Manatee County



Year to Date Financial Report
through the
Period Ending December 31, 2025

(Unaudited)

School District of Manatee County, Florida
Balance Sheet (Unaudited)
December 31, 2025

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds *	Internal Service Funds	Trust & Agency Funds	Total December 2025	Total December 2024
Assets									
Current Assets									
Cash	$ 302,242,003	$ 25,610,537	$ 324,159,804	$ 8,155,043	$ -	$ 29,705,812	$ 2,010,312	$ 691,883,512	$ 439,392,840
Taxes Receivable	-	-	-	-	-	-	-	-	-
Accounts Receivable	2,575,392	-	-		1,284	35,163	84,751	2,696,590	3,187,524
Due From/(To)	2,036,864	-	-	-	(2,036,864)	-		-	-
Inventory	531,293	-	-	707,677		-	-	1,238,970	1,177,404
Investments	-	26,439	-	-	-	-	-	26,439	33,736
Other Current Assets									
Deposits Receivable	-	-	-		-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-
Due From Other Agencies	179,288	-	6,367,828	2,130,881	2,078,575	106,123	-	10,862,694	10,612,793
Total Assets	**$ 307,564,840**	**$ 25,636,976**	**$ 330,527,632**	**$ 10,993,601**	**$ 42,995**	**$ 29,847,099**	**$ 2,095,063**	**$ 706,708,206**	**$ 454,404,297**
Liabilities									
Current Liabilities									
Salaries & Wages Payable	19,344,481	-	-	-	-	-	-	19,344,481	15,331,262
Payroll Deductions & WH	10,886,119	-	-	-	-	-	-	10,886,119	8,930,473
Accounts Payable	410,967	5,000	197,410	335,710	42,995	52,964	2,199	1,047,245	1,732,800
Construction Payable	-	-	3,106,252	-	-	-	-	3,106,252	183,193
Retainage Payable	-	-	-	-	-	-	-	-	-
Other Current Liabilities					-				
Matured Bond/Interest Payable	-	9,993,081	-	-	-	-	-	9,993,081	4,958,796
Accrued Interest Payable	-	-	-	-	-	-	-	-	-
Due To Other Agencies	-	-	-	-	-	-	-	-	-
Sales Tax Payable	-	-	-	-	-	-	-	-	61
Estimated Unpaid Claims	-	-	-	-	-	14,408,082	-	14,408,082	16,143,342
Long-Term Liabilities	-	-	-	-	-	-	-	-	-
Other Credits									
Section 1011.13 Loan	45,000,000	-	-	-	-	-	-	45,000,000	48,000,000
Unearned Revenue	(7,425)	-	2,200,000	330,844	-	-	-	2,523,420	141,795
Deferred Revenue	-	-	5,795,632	-	-	-	-	5,795,632	6,741,494
Total Liabilities	**$ 75,634,143**	**$ 9,998,081**	**$ 11,299,294**	**$ 666,554**	**$ 42,995**	**$ 14,461,046**	**$ 2,199**	**$ 112,104,313**	**$ 102,163,215**
				-					
Fund Balances									
Revenues Over (Under) Expenditures	111,202,125	732,739	1,493,062	(1,042,579)	-	(2,681,034)	366,099	110,070,412	(107,035,867)
Nonspendable									
Inventories	574,555	-	-	589,054	-	-	-	1,163,609	1,167,914
Restricted									
State Required Carryover	11,122,986	-	-	-	-	-	-	11,122,986	9,077,460
Food Services	-	-	-	10,780,571	-	-	-	10,780,571	11,938,429
Debt Service	-	14,906,156	-	-	-	-	-	14,906,156	13,864,339
Capital Projects	-	-	317,735,276	-	-	-	-	317,735,276	303,480,407
Other Purposes	17,909,866	-	-	-	-	18,067,087	1,726,764	37,703,717	31,674,687
Assigned									
Encumbrances	2,089,771	-	-	-	-	-	-	2,089,771	1,534,954
School and Local Programs	1,214,299	-	-	-	-	-	-	1,214,299	2,156,312
Unassigned	87,817,095	-	-	-	-	-	-	87,817,095	84,382,446
Total Fund Balances	231,930,697	15,638,895	319,228,338	10,327,047	-	15,386,053	2,092,864	594,603,893	352,241,081
Total Liabilities & Fund Balances	**$ 307,564,840**	**$ 25,636,976**	**$ 330,527,632**	**$ 10,993,601**	**$ 42,995**	**$ 29,847,099**	**$ 2,095,063**	**$ 706,708,206**	**$ 454,404,297**

*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 December 31, 2025

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds*	Internal Service Funds	Trust & Agency Funds	Total December 2025	Total December 2024
REVENUES									
Federal Direct	$ 301,509	$ 477,856	$ -	$ -	$ 1,604,688	$ -	$ 106,906	$ 2,490,959	$ 2,237,434
Federal Through State	867,451	-	-	13,267,821	17,343,747	-	-	31,479,019	46,730,895
State	102,575,921	-	3,850,195	150,054	-	-	-	106,576,170	100,014,231
Local	325,383,953	339,654	140,997,885	3,462,078	-	31,083,075	450,721	501,717,366	262,485,589
Total Revenues	429,128,834	817,511	144,848,079	16,879,953	18,948,435	31,083,075	557,627	642,263,514	411,468,148
EXPENDITURES									
Instruction	207,590,540	-	-	-	9,661,358	-	187,449	217,439,347	213,993,165
Student Support Services	14,350,224	-	-	-	900,282	-	324	15,250,831	14,770,812
Instructional Media Services	3,062,381	-	-	-	-	-	1,737	3,064,119	2,791,880
Instruction & Curriculum Development	5,601,518	-	-	-	5,105,217	-	-	10,706,735	10,207,244
Instructional Staff Training Services	2,614,536	-	-	-	2,349,835	-	-	4,964,370	3,967,202
Instruction Related Technology	-	-	-	-	-	-	-	-	119
School Board	593,234	-	-	-	-	-	-	593,234	467,133
General Administration	2,199,759	-	-	-	821,761	-	629	3,022,149	3,165,996
School Administration	19,036,334	-	-	-	14,631	-	-	19,050,965	18,127,850
Facilities Acquisition & Construction	4,012,601	-	119,603,512	-	-	-	-	123,616,113	132,405,664
Fiscal Services	1,809,831	-	-	-	32	-	-	1,809,863	1,798,883
Food Services	-	-	-	17,923,132	-	-	-	17,923,132	17,076,353
Central Services	9,306,067	-	-	-	9,083	33,764,109	-	43,079,259	38,563,678
Student Transportation	10,140,828	-	-	-	86,236	-	-	10,227,064	9,026,614
Operation of Plant	27,946,462	-	-	-	-	-	-	27,946,462	24,621,531
Maintenance of Plant	5,946,012	-	-	-	-	-	-	5,946,012	5,009,903
Administrative Technology Services	4,835,357	-	-	-	-	-	1,388	4,836,745	4,470,705
Community Services	3,728,536	-	-	-	-	-	-	3,728,536	3,820,677
Debt Service	431,655	21,148,172	944,512	-	-	-	-	22,524,339	16,949,544
Total Expenditures	323,205,875	21,148,172	120,548,024	17,923,132	18,948,435	33,764,109	191,528	535,729,274	521,234,953
Excess (Deficiency) of Revenue Over (Under) Expenditures	105,922,959	(20,330,662)	24,300,056	(1,043,179)	-	(2,681,034)	366,099	106,534,240	(109,766,805)
Other Financing Sources (Uses)									
Other Financing Sources	1,954,507	-	1,581,066	600	-	-	-	3,536,173	2,730,938
Other Financing Uses	-	-	-	-	-	-	-	-	-
Transfers In	3,324,659	21,063,400	-	-	-	-	-	24,388,059	29,458,510
Transfers Out	-	-	(24,388,059)	-	-	-	-	(24,388,059)	(29,458,510)
Total Other Financing Sources (Uses)	5,279,166	21,063,400	(22,806,994)	600	-	-	-	3,536,173	2,730,938
Net Change in Fund Balance	111,202,125	732,739	1,493,062	(1,042,579)	-	(2,681,034)	366,099	110,070,412	(107,035,867)
Fund Balances, Beginning	120,728,572	14,906,156	317,735,276	11,369,626	-	18,067,087	1,726,764	484,533,481	459,276,949
Fund Balances, Ending	$ 231,930,697	$ 15,638,895	$ 319,228,338	$ 10,327,047	$ -	$ 15,386,053	$ 2,092,864	$ 594,603,893	$ 352,241,081

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

Expenditures by Function
All Funds

Instruction	40.59%
Facilities Acquisition & Construction	23.07%
Central Services	8.04%
Operation of Plant	5.22%
Debt Service	4.20%
School Administration	3.56%
Food Services	3.35%
Student Support Services	2.85%
Instruction & Curriculum Development	2.00%
Student Transportation	1.91%
Maintenance of Plant	1.11%
Instructional Staff Training Services	0.93%
Administrative Technology Services	0.90%
Community Services	0.70%
Instructional Media Services	0.57%
General Administration	0.56%
Fiscal Services	0.34%
School Board	0.11%
Instruction Related Technology	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
General Fund
For Month Ending December 31, 2025

	Original Budget	Current Budget	YTD Actual	Variance with Current Budget Positive (Negative)	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Federal Direct:						
Reserve Officers Training Corps (ROTC)	$ 720,000	$ 720,000	$ 301,509	$ (418,491)	42%	$ 300,919
Miscellaneous Federal Direct	-	-	-	-		780
Total Federal Direct	720,000	720,000	301,509	(418,491)	42%	301,699
Federal Through State:						
Vocational Education Act	-	17,503	12,456	(5,047)	71%	11,249
Medicaid	905,000	911,615	180,057	(731,557)	20%	184,068
Individuals with Disabilities	128,000	128,566	62,165	(66,401)	48%	75,028
Miscellaneous Federal Through State	428,000	912,966	612,772	(300,194)	67%	771,177
Total Federal Through State	1,461,000	1,970,650	867,451	(1,103,199)	44%	1,041,522
State:						
Florida Education Finance Program (FEFP)	130,545,995	128,420,657	65,930,120	(62,490,537)	51%	59,382,180
Workforce Development	10,511,121	10,511,121	5,255,556	(5,255,565)	50%	5,173,584
Workforce Education Performance Incentive	690,638	385,045	192,522	(192,523)	50%	351,822
CO&DS Withheld for Administrative Expenditures	31,200	31,200	-	(31,200)	0%	-
State License Tax	360,000	360,000	185,578	(174,422)	52%	189,431
Discretionary Lottery	-	-	-	-		-
Categorical Programs:						
Class Size Reduction Operating Funds	52,530,186	52,530,186	26,265,096	(26,265,090)	50%	25,200,162
Florida School Recognition Funds	-	1,931,965	1,931,965	-	100%	3,176,777
Voluntary Prekindergarten Program	2,414,880	2,414,880	1,085,018	(1,329,862)	45%	1,081,802
Other Miscellaneous State Revenue	407,325	2,644,691	1,730,067	(914,624)	65%	1,007,133
Total State	197,491,345	199,229,745	102,575,921	(96,653,824)	51%	95,562,891
Local:						
Required Local Effort & District Nonvoted Operatir	293,809,996	293,809,996	245,134,302	(48,675,694)	83%	102,779,448
District Voted Additional Operating Tax	77,237,118	77,711,974	64,903,205	(12,808,769)	84%	26,803,513
After School Tax Collector Fee	-	(1,544,742)	(1,288,434)	256,308	83%	-
Lease Revenue	265,000	291,000	159,238	(131,762)	55%	146,403
Interest on Investments	9,100,000	9,230,490	4,115,008	(5,115,483)	45%	6,547,359
Net Increase (Decrease) in Fair Value	-	4	4	-	100%	(153)
Gifts, Grants and Bequests	-	2,876	2,876	-	100%	2,518
Student Fees:						
Adult Gen Ed Course Fees	179,707	179,707	116,665	(63,042)	65%	127,900
Post Secondary Vocational Ed Course Fees	2,813,910	2,813,910	1,825,298	(988,612)	65%	2,241,759
Continuing Workforce Education Course Fees	70,018	70,018	35,652	(34,365)	51%	46,111
Capital Improvement Fees	250,478	250,478	202,953	(47,525)	81%	201,362
Post Secondary Lab Fees	1,695,510	1,695,503	1,452,497	(243,006)	86%	1,498,285
Lifelong Learning Fees	1,300	1,300	785	(515)	60%	1,318
GED Testing Fees	12,000	12,000	9,418	(2,583)	78%	8,131
Other Student Fees	998,266	998,266	705,269	(292,997)	71%	833,002
Other Fees:						
Preschool Program Fees	948,420	948,420	551,105	(397,315)	58%	462,070
School Age Child Care Fees	7,308,975	7,308,975	3,400,124	(3,908,851)	47%	3,058,345
Other Schools, Courses and Classes Fees	8,200	8,950	12,448	3,498	139%	7,267
Miscellaneous Local:						
Bus Fees	65,000	65,000	32,132	(32,868)	49%	30,797
Transportation Services Rendered for School Activ	35,000	35,000	12,529	(22,471)	36%	13,154
Sale of Junk	-	52,014	52,014	-	100%	50,348
Receipt of Federal Indirect Cost Rate	1,400,000	1,400,000	829,535	(570,465)	59%	1,463,075
Other Miscellaneous Local Sources	2,291,369	3,201,241	1,896,892	(1,304,350)	59%	2,098,602
Refund of Prior Year's Expenditures	-	-	1,704	1,704		9,182
Collections for Lost, Damaged and Sold Textbook	-	-	-	-		2,165
Receipt of Food Service Indirect Costs	2,000,000	2,000,000	1,220,738	(779,262)	61%	1,083,337
Total Local	400,490,266	400,542,378	325,383,953	(75,158,424)	81%	149,515,299
Total Revenues	600,162,611	602,462,772	429,128,834	(173,333,938)	71%	246,421,411
Expenditures (by Function)						
Current:						
Instruction	444,114,162	447,431,447	207,590,540	239,840,907	46%	192,500,662
Student Support Services	30,090,443	30,495,901	14,350,224	16,145,677	47%	12,063,605
Instructional Media Services	6,002,483	6,183,576	3,062,381	3,121,195	50%	2,790,557
Instruction & Curriculum Development Services	12,196,449	12,684,901	5,601,518	7,083,384	44%	4,684,362
Instructional Staff Training Services	5,670,883	5,008,410	2,614,536	2,393,875	52%	753,694
Instruction-Related Technology	7	7	-	7	0%	-
School Board	1,577,882	1,668,404	593,234	1,075,170	36%	467,133
General Administration	4,330,652	4,625,419	2,199,759	2,425,659	48%	1,705,757
School Administration	40,399,725	40,070,524	19,036,334	21,034,191	48%	18,048,938
Facilities Acquisition & Construction	9,413,576	9,848,898	4,012,601	5,836,296	41%	3,867,285
Fiscal Services	4,216,388	4,137,545	1,809,831	2,327,714	44%	1,752,071
Food Services	-	28	-	28	0%	-
Central Services	18,680,939	19,629,869	9,306,067	10,323,803	47%	8,026,586
Student Transportation Services	21,124,595	21,599,124	10,140,828	11,458,296	47%	8,927,478
Operation of Plant	55,703,833	56,522,014	27,946,462	28,575,552	49%	24,429,096
Maintenance of Plant	12,865,818	13,089,497	5,946,012	7,143,485	45%	5,009,903
Administrative Technology Services	9,327,047	9,600,397	4,835,357	4,765,040	50%	4,470,705
Community Services	7,442,185	7,478,040	3,728,536	3,749,504	50%	3,809,315
Debt Service	1,211,533	1,019,345	431,655	587,691	42%	85,052
Total Expenditures	684,368,598	691,093,347	323,205,875	367,887,472	47%	293,392,198
Excess (Deficiency) of Revenues Over (Under) Expenditures	(84,205,987)	(88,630,575)	105,922,959	194,553,533		(46,970,787)
OTHER FINANCING SOURCES (USES)						
Lease Agreements and SBITAs	1,418,417	1,422,487	1,422,487	-	100%	-
Other Loss Recovery	-	532,020	532,020	-	100%	-
Transfers In:						
From Capital Project Funds	25,825,797	25,825,797	3,324,659	(22,501,138)	13%	13,538,882
From Special Revenue Funds	-	-	-	-		-
Transfers Out:						
To Capital Project Funds	-	-	-	-		(13,018)
To Internal Service Funds		-	-	-		-
Total Other Financing Sources (Uses)	27,244,215	27,780,304	5,279,166	(22,501,138)	19%	13,525,864
Net Change in Fund Balance	(56,961,772)	(60,850,270)	111,202,125	172,052,395		(33,444,924)
Fund Balance, Beginning	120,728,572	120,728,572	120,728,572	-		112,741,820
Nonspendable	574,555	574,555		-		-
Restricted	4,561,108	4,561,108		-		-
Assigned	-	-		-		-
Unassigned	58,631,137	54,742,639		-		
Fund Balance, Ending	$ 63,766,800	$ 59,878,302	$ 231,930,697	$ 172,052,395		$ 79,296,896

Expenditures by Function
General Fund

Instruction	64.23%
Operation of Plant	8.65%
School Administration	5.89%
Student Support Services	4.44%
Student Transportation Services	3.14%
Central Services	2.88%
Maintenance of Plant	1.84%
Instruction & Curriculum Development Services	1.73%
Administrative Technology Services	1.50%
Facilities Acquisition & Construction	1.24%
Community Services	1.15%
Instructional Media Services	0.95%
Instructional Staff Training Services	0.81%
General Administration	0.68%
Fiscal Services	0.56%
School Board	0.18%
Debt Service	0.13%
Food Services	0.00%
Instruction-Related Technology	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Funds
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actuals	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Federal Direct:						
Miscellaneous Federal Direct	$ 1,005,960	$ 1,005,960	$ 477,856	$ (528,104)	48%	$ 480,361
Total Federal Direct	1,005,960	1,005,960	477,856	(528,104)		480,361
State:						
CO&DS Withheld for Bonds	346,650	346,650	-	(346,650)	0%	-
SBE/COBI Bond Interest	1,400	1,400	-	(1,400)	0%	-
Total State	348,050	348,050	-	(348,050)	0%	-
Local:						
Interest on Investments	400,000	383,351	298,347	(85,004)	78%	279,652
Net Increase (Decrease) in the Fair Value	-	41,307	41,307	-	100%	35,111
Total Local	400,000	424,658	339,654	(85,004)	80%	314,763
Total Revenues	1,754,010	1,778,668	817,511	(961,158)	46%	795,124
EXPENDITURES						
Current:						
Redemption of Principal	23,235,363	23,235,363	8,580,000	14,655,363	37%	8,175,000
Interest	23,093,659	23,093,659	12,544,686	10,548,972	54%	7,714,776
Dues and Fees	16,360	25,022	23,486	1,535	94%	7,035
Other Debt Service	-	-	-	-		-
Total Debt Service	46,345,382	46,354,043	21,148,172	25,205,871	46%	15,896,811
Total Expenditures	46,345,382	46,354,043	21,148,172	25,205,871	46%	15,896,811
Excess (Deficiency) of Revenues Over (Under) Expenditures	(44,591,372)	(44,575,375)	(20,330,662)	24,244,713		(15,101,687)
OTHER FINANCING SOURCES (USES)						
Transfers In:						
From Capital Project Funds	44,991,372	44,991,372	21,063,400	(23,927,971)	47%	15,906,610
Other Financing Sources						
Fair Value of Refunding Bonds	-	-	-	-		-
Premium on Refunding Bonds	-	-	-	-		-
Other Financing Sources	-	-	-	-		-
Total Transfers In & Other Financing Sources	44,991,372	44,991,372	21,063,400	(23,927,971)		15,906,610
Total Other Financing Sources (Uses)	44,991,372	44,991,372	21,063,400	(23,927,971)	47%	15,906,610
Net Change in Fund Balances	400,000	415,997	732,739	316,742		804,923
Fund Balances, Beginning	14,914,703	14,906,156	14,906,156	-		13,864,339
Fund Balances, Ending	$ 15,314,703	$ 15,322,153	$ 15,638,895	$ 316,742		$ 14,669,261

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Project Funds
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
State:						
CO&DS Distributed	$ 1,771,556	$ 1,771,556	$ -	$ 1,771,556	0%	$ -
Interest on CO&DS	55,566	55,566	-	55,566	0%	-
Public Education Capital Outlay PECO	5,276,120	5,276,120	747,019	4,529,101	14%	748,001
Charter School Cap Outlay PECO	6,712,833	6,712,833	2,769,414	3,943,419	41%	2,818,605
Other Miscellaneous State Revenue	1,599,733	1,599,733	333,762	1,265,971	21%	735,591
Total State Sources	15,415,807	15,415,807	3,850,195	11,565,613	25%	4,302,197
Local:						
District Capital Taxes	115,855,677	115,855,677	96,655,762	19,199,915	83%	40,669,799
Local Sales Tax	54,891,909	54,891,909	19,274,982	35,616,927	35%	17,959,349
Interest on Investments	4,200,000	4,646,088	4,538,375	107,713	98%	3,649,116
Sale of Junk	-	37,816	37,816	-	100%	-
Other Miscellaneous Local Sources	79,875	79,875	55,141	24,734	69%	18,028
Impact Fees	36,650,000	36,650,000	20,435,809	16,214,191	56%	17,936,808
Refund of Prior Year Expense	-	-	-	-		-
Total Local Sources	211,677,461	212,161,365	140,997,885	71,163,480	66%	80,233,100
Total Revenues	227,093,268	227,577,172	144,848,079	82,729,093	64%	84,535,297
EXPENDITURES						
Capital Outlay:						
Buildings and Fixed Equipment	495,634,088	486,207,305	72,782,361	413,424,943	15%	91,722,904
Furniture, Fixtures, and Equipment	25,251,488	27,016,912	13,263,068	13,753,844	49%	9,801,055
School Buses	3,326,217	3,326,217	798,622	2,527,595	24%	447,513
Motor Vehicles	350,000	800,000	82,307	717,693	10%	973,408
Land	5,450,000	5,450,000	1,797,461	3,652,539	33%	10,000
Improvements Other Than Buildings	6,540,321	7,387,767	3,409,176	3,978,591	46%	620,660
Remodeling and Renovation	80,990,688	81,785,579	22,843,447	58,942,132	28%	21,583,452
Computer Software	5,205,666	5,205,666	3,923,234	1,282,432	75%	3,379,386
Total Capital Outlay	622,748,467	617,179,445	118,899,677	498,279,769	19%	128,538,379
Other Expenses:						
Charter School Capital Outlay 1.5 M	8,354,546	8,354,546	-	8,354,546	0%	-
Charter School Capital Outlay Sales Tax	4,370,557	4,370,557	703,835	3,666,722	16%	-
Total Other Expenses	12,725,103	12,725,103	703,835	12,021,268		-
Debt Service:						
Redemption of Principal	1,648,608	1,588,514	887,657	700,857	56%	899,016
Interest	-	56,855	56,855	-	100%	68,665
Dues and Fees	-	-	-	-		-
Total Debt Service	1,648,608	1,645,369	944,512	700,857	57%	967,681
Total Expenditures	637,122,179	631,549,918	120,548,024	511,001,894	19%	129,506,059
Excess (Deficiency) of Revenues Over (Under) Expenditures	(410,028,910)	(403,972,746)	24,300,056	428,272,802		(44,970,762)
OTHER FINANCING SOURCES (USES)						
Loans	-	-	-	-		-
Lease Agreements and SBITAs	-	-	-	-		2,170,507
Insurance Loss Recovery	-	1,581,066	1,581,066	-	100%	559,730
Certificates of Participation Issued	229,500,000	229,500,000	-	229,500,000	0%	-
Premiums on Certificates of Participation Issued	-	-	-	-		-
Proceeds of Lease-Purchase Agreements	-	-	-	-		-
Transfers In:						
From General Fund	-	-	-	-		13,018
Transfers Out:						
To General Fund	(25,825,797)	(25,825,797)	(3,324,659)	(22,501,138)	13%	(13,538,882)
To Debt Service	(44,991,372)	(44,991,372)	(21,063,400)	(23,927,971)	47%	(15,906,610)
Total Transfers	(70,817,169)	(70,817,169)	(24,388,059)	(46,429,110)		(29,445,492)
Total Other Financing Sources (Uses)	158,682,831	160,263,897	(22,806,994)	(183,070,890)	-14%	(26,702,236)
Net Change in Fund Balances	(251,346,080)	(243,708,849)	1,493,062	245,201,911		(71,672,998)
Fund Balances, Beginning	317,619,648	317,735,276	317,735,276	-		303,480,407
Fund Balances, Ending	$ 66,273,569	$ 74,026,426	$ 319,228,338	$ 245,201,911		$ 231,807,409

Expenditures by Object
Capital Projects Funds

New Construction	61.21%
Remodeling and Renovation	19.21%
Furniture, Fixtures, and Equipment	11.15%
Computer Software	3.30%
Improvements Other Than Buildings	2.87%
Land	1.51%
School Buses	0.67%
Motor Vehicles	0.07%
Library Books	0.00%
Audio Visual Materials	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Food Service Funds
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Federal Through State:						
Fresh Fruit & Vegetables	-	$ -	$ -	$ -		$ 28,662
School Lunch Reimbursement	19,863,832	19,863,832	8,833,541	11,030,291	44%	8,524,980
School Breakfast Reimbursement	7,286,865	7,286,865	3,417,624	3,869,241	47%	3,116,387
After-School Snack Reimbursement	206,436	206,436	107,289	99,147	52%	89,997
Child Care Food Program	1,252,392	1,252,392	543,550	708,842	43%	545,896
USDA Donated Commodities	2,213,190	2,213,190	-	2,213,190	0%	-
Cash n Lieu of Donated	82,342	82,342	36,039	46,303	44%	36,968
Summer Food Service Program	-	-	327,522	(327,522)		-
Other Food Service Revenue	-	5,422	2,256	3,166	42%	10,382
Total Federal Through State	30,905,057	30,910,479	13,267,821	17,642,658	43%	12,353,271
State:						
School Breakfast Supplement	142,608	142,608	75,149	67,459	53%	71,304
School Lunch Supplement	155,678	155,678	74,905	80,773	48%	77,839
Other Miscellaneous State	-	-	-	-		-
Total State	298,286	298,286	150,054	148,232	50%	149,143
Local:						
Interest on Investments	201,500	201,500	88,788	112,712	44%	100,740
Student Lunches	4,254,964	4,254,964	2,197,294	2,057,670	52%	1,872,581
Student Breakfasts	-	-	-	-		-
Adult Breakfast/Lunch	190,200	190,200	54,634	135,566	29%	46,651
Student/Adult Ala Carte	2,400,000	2,400,000	1,032,896	1,367,104	43%	1,033,225
Catering/Special	47,500	47,500	24,167	23,333	51%	20,184
Other Food Sales	-	-	10	(10)		-
Vending Sales	-	-	-	-		-
Cash Over/(Short)	-	-	(261)	261		(233)
Sale of Junk	-	-	395	(395)		1,875
Other Miscellaneous Local Sources	150,000	150,000	64,156	85,844	43%	70,935
Refund of Prior Year Expense	-	-	-	-		-
Total Local	7,244,164	7,244,164	3,462,078	3,782,086	48%	3,145,958
Total Revenues	38,447,507	38,452,929	16,879,953	21,572,976	44%	15,648,372
EXPENDITURES						
Current:						
Salaries	10,113,772	10,113,772	4,801,488	5,312,284	47%	4,510,787
Employee Benefits	4,147,658	4,147,658	2,067,044	2,080,614	50%	1,928,639
Purchased Services	819,692	825,242	266,653	558,589	32%	263,337
Energy Services	640,000	640,000	285,554	354,446	45%	231,647
Materials and Supplies	20,908,806	20,908,792	9,027,251	11,881,541	43%	8,897,393
Capital Outlay	591,760	591,760	243,544	348,217	41%	149,414
Other Expenses	2,124,000	2,124,336	1,231,599	892,737	58%	1,095,137
Total Food Service	39,345,688	39,351,560	17,923,132	21,428,429	46%	17,076,353
Total Expenditures	39,345,688	39,351,560	17,923,132	21,428,429	46%	17,076,353
Excess (Deficiency) of Revenues Over (Under) Expenditures	(898,181)	(898,631)	(1,043,179)	144,547		(1,427,981)
OTHER FINANCING SOURCES (USES)						
Other Loss Recovery	150	850	600	(250)	71%	700
Transfers Out:						
To General Fund	-	-	-	-		-
	-	-	-	-		-
Total Other Financing Sources (Uses)	150	850	600	250		700
Net Change in Fund Balance	(898,031)	(897,781)	(1,042,579)	144,797		(1,427,281)
Fund Balance, Beginning	11,369,626	11,369,626	11,369,626	-		12,588,545
Fund Balance, Ending	10,471,594	$ 10,471,844	$ 10,327,047	$ 144,797		$ 11,161,263

Expenditures by Object
Food Service Funds

Materials and Supplies	50.37%
Salaries	26.79%
Employee Benefits	11.53%
Other Expenses	6.87%
Energy Services	1.59%
Purchased Services	1.49%
Capital Outlay	1.36%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Other Special Revenue Funds*
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Federal Direct:						
Pell	$ -	$ 1,247,006	$ 1,241,533	$ 5,473	$ 1	$ 1,122,798
Miscellaneous Federal Direct	89,369	89,369	363,155	(273,786)	406%	169,273
Total Federal Direct	89,369	1,336,375	1,604,688	(268,313)	120%	1,292,071
Federal Through State:						
Career and Technical Education	-	844,563	460,532	384,031	55%	310,694
Teacher/Principal Training & Recruiting	-	1,761,606	1,032,660	728,946	59%	968,873
Adult Migrant Education	-	237,195	123,832	113,363	52%	149,773
Eng Lit and Civics Education	-	-	60,364	(60,364)		75,392
Individuals with Disabilities Education Act	16,906,727	17,535,607	7,316,181	10,219,426	42%	6,912,976
Elementary and Secondary Education Act Title I	11,682,456	15,999,185	6,073,773	9,925,412	38%	8,045,392
Language Instruction Title III	-	1,197,236	711,434	485,802	59%	695,083
Adult General Education	-	859,535	363,724	495,811	42%	367,244
21st Century Schools - Title IV	-	1,270,616	546,455	724,161	43%	527,537
Educational Stabilization Funds - K-12	-	-	(594)	594		14,908,911
Educational Stabilization Funds - Workforce		-	-	-		(529)
Other Federal Through State	679,243	908,515	655,386	253,129	72%	374,757
Total Federal Through State	29,268,426	40,614,058	17,343,747	23,270,311	43%	33,336,102
Total Revenues	29,357,795	41,950,433	18,948,435	23,001,998	45%	34,628,172
EXPENDITURES						
Current:						
Instruction	18,510,352	21,392,778	9,661,358	11,731,421	45%	21,262,276
Student Support Services	985,859	2,411,881	900,282	1,511,599	37%	2,706,714
Instructional Media Services	-	-	-	-		-
Instruction and Curriculum Development Services	7,894,639	11,331,030	5,105,217	6,225,812	45%	5,520,503
Instructional Staff Training Services	1,185,475	4,363,233	2,349,835	2,013,398	54%	3,213,508
Board	-	-	-	-		-
Instruction Related Technology	2,454	2,454	-	2,454	0%	119
General Administration	708,725	1,876,304	821,761	1,054,544	44%	1,458,114
School Administration	-	22,500	14,631	7,869	65%	78,912
Facility Acquisition & Construction	-	-	-	-		-
Fiscal Services	-	60,045	32	60,013	0%	46,812
Food Services	-	-	-	-		-
Central Services	17,000	43,807	9,083	34,724	21%	38,282
Student Transportation Services	53,292	446,400	86,236	360,164	19%	99,136
Operation of Plant	-	-	-	-		192,436
Community Services	-	-	-	-		11,363
Total Expenditures	29,357,795	41,950,433	18,948,435	23,001,998	45%	34,628,172
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	-	-		-
OTHER FINANCING SOURCES (USES)						
Transfers Out:						
To General Fund	-	-	-	-		-
To Internal Service Fund	-	-	-	-		-
Total Other Financing Sources (Uses)	-	-	-	-		-
Net Change in Fund Balance	-	(0)	-	0		-
Fund Balance, Beginning	-	-	-	-		-
Fund Balance, Ending	$ -	$ (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

Instruction	50.99%
Instruction and Curriculum Development Services	26.94%
Instructional Staff Training Services	12.40%
Student Support Services	4.75%
General Administration	4.34%
Student Transportation Services	0.46%
School Administration	0.08%
Central Services	0.05%
Fiscal Services	0.00%
Operation of Plant	0.00%
Instruction Related Technology	0.00%
Community Service	0.00%
Instructional Media Services	0.00%
Board	0.00%
Facility Acquisition & Construction	0.00%
Food Services	0.00%
Maintenance of Plant	0.00%
Admin Technology Services	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Health
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Operating Revenues:						
Premium - Employer	$ 46,478,640	$ 45,804,000	$ 21,761,823	$ 24,042,177	48%	$ 19,502,263
Premium - Employee	14,426,360	14,365,720	6,853,012	7,512,707	48%	6,331,124
Premium - Retiree	1,195,000	1,195,000	665,497	529,503	56%	554,504
Premium - Leave/COBRA	367,000	367,000	141,337	225,663	39%	183,655
Miscellaneous Local Revenue	-	-	-	-		-
Refund of Prior Year Expenditure	-	-	-	-		(120,984)
Total Operating Revenues	62,467,000	61,731,720	29,421,669	32,310,051	48%	26,450,562
Total Revenues	62,467,000	61,731,720	29,421,669	32,310,051	48%	26,450,562
EXPENDITURES						
Operating Expenditures:						
Salaries	555,345	555,345	324,533	230,812	58%	301,918
Employee Benefits	346,935	346,935	248,857	98,079	72%	245,290
Purchased Services	3,567,065	3,674,556	1,487,638	2,186,918	40%	1,641,178
Materials and Supplies	3,650	3,650	1,441	2,209	39%	1,625
Capital Outlay	-	-	-	-		-
Other Expenses:						
Dues and Fees	25,000	25,000	25,000	-	100%	22,506
Subs for ATD	-	-	-	-		-
Claims Expense - Health	46,084,869	47,124,509	24,466,883	22,657,626	52%	22,641,471
Claims Expense - Prescriptions	12,293,000	12,678,055	6,022,789	6,655,266	48%	5,731,854
E&O Claims	-	-	-	-		-
Claims Refunds - Health	-	(100,000)	(31,426)	(68,574)	31%	(749,399)
Claims Refunds - Prescriptions	-	(710,565)	(710,565)	-	100%	(616,531)
Total Other Expenses	58,402,869	59,017,000	29,772,681	29,244,319	50%	27,029,901
Total Expenditures	62,875,864	63,597,486	31,835,150	31,762,336	50%	29,219,913
Operating Income (Loss)	(408,864)	(1,865,767)	(2,413,481)	(547,715)		(2,769,351)
Transfers In:						
From General Fund	-	-	-			-
From Special Revenue	-	-	-	-		-
Total Transfers		-	-			-
Change in Net Position	(408,864)	(1,865,767)	(2,413,481)	(547,715)		(2,769,351)
Net Position, Beginning	13,017,764	13,017,764	13,017,764	-		13,363,719
Net Position, Ending	$ 12,608,900	$ 11,151,997	$ 10,604,283	$ (547,715)		$ 10,594,368

Expenditures by Object
Internal Service Funds
Health Insurance

Operating Expenditures:	
Other Expenses*	93.52%
Purchased Services	4.67%
Salaries	1.02%
Employee Benefits	0.78%
Materials and Supplies	0.00%
Capital Outlay	0.00%
	100.00%

*Other Expenses :	
Claims Expense - Health	82.18%
Claims Expense - Prescriptions	20.23%
Dues and Fees	0.08%
E&O Claims	0.00%
Subs for ATD	0.00%
Claims Refunds - Health	-0.11%
Claims Refunds - Prescriptions	-2.39%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Workers Compensation
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Operating Revenues:						
Premium - Employer	$ 3,000,000	$ 3,000,000	$ 1,661,405	$ 1,338,595	55%	$ 2,338,010
Total Operating Revenues	3,000,000	3,000,000	1,661,405	1,338,595	55%	2,338,010
Total Revenues	3,000,000	3,000,000	1,661,405	1,338,595	55%	2,338,010
EXPENDITURES						
Operating Expenditures:						
Salaries	188,237	188,237	101,508	86,728	54%	97,093
Employee Benefits	103,826	103,826	48,011	55,815	46%	48,418
Purchased Services	-	-	-	-		-
Other Expenses:						
Dues and Fees	333,177	333,177	144,283	188,894	43%	101,841
Claims Expense - Workers' Comp	3,200,000	3,200,000	1,635,156	1,564,844	51%	1,034,742
Claims Refund	-	-	-	-		(3,197)
Total Other Expenses	3,533,177	3,533,177	1,779,439	1,753,738	50%	1,133,386
Total Expenditures	3,825,239	3,825,239	1,928,959	1,896,281	50%	1,278,897
Operating Income (Loss)	(825,239)	(825,239)	(267,553)	557,686		1,059,113
Change in Net Position	(825,239)	(825,239)	(267,553)	557,686		1,059,113
Net Position, Beginning	3,729,319	5,049,323	5,049,323	-		1,991,038
Net Position, Ending	$ 2,904,080	$ 4,224,084	$ 4,781,770	$ 557,686		$ 3,050,152

Expenditures by Object
Internal Service Funds
Workers Compensation

Claims Expense - Workers Compensation	84.77%
Dues and Fees	7.48%
Salaries	5.26%
Employee Benefits	2.49%
Purchased Services	0.00%
Claims Refund - Workers Compensation	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Trust and Agency Funds
For Month Ended December 31, 2025

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual December 2024
REVENUES						
Miscellaneous Federal Direct:						
Federal Direct	$ 268,000	$ 268,000	$ 106,906	$ 161,094	40%	$ 163,304
Total Federal Direct	268,000	268,000	106,906	161,094	40%	163,304
Local:						
Gifts, Grants, & Bequests	-	6,882	6,882	-	100%	25,035
Financial Aid Fees	457,800	457,800	405,909	51,891	89%	402,726
Other Miscellaneous Local Sources	127,725	127,725	37,930	89,795	30%	60,134
Total Local	585,525	592,407	450,721	141,686	76%	487,896
Total Revenues	853,525	860,407	557,627	302,780	65%	651,199
EXPENDITURES						
Instruction	2,533,796	2,533,796	187,449	2,346,346	7%	230,227
Student Support Services	1,149	1,324	324	1,000	24%	493
Instructional & Curriculum Dev	-	-	-	-		2,380
Instructional Staff Training	-	-	-	-		-
General Administration	16,193	16,900	629	16,271	4%	2,125
Food Service	-	-	-	-		-
Central Services	5,184	6,184	1,737	4,447	28%	1,323
Student Transportation	-	-	-	-		-
Operation of Plant	1,753	6,753	-	6,753	0%	-
Admin. Technology Services	-	-	-	-		-
Community Services	22,214	22,214	1,388	20,826	6%	-
Total Expenditures	2,580,289	2,587,171	191,528	2,395,643	7%	236,548
Change in Net Position	(1,726,764)	(1,726,764)	366,099	2,092,863		414,651
Net Position, Beginning	1,726,764	1,726,764	1,726,764	-		1,247,081
Net Position, Ending	$ 0	$ 0	$ 2,092,864	$ 2,092,863		$ 1,661,732

Expenditures by Function
Trust and Agency Funds

Instruction	97.87%
Central Services	0.91%
Community Services	0.72%
General Administration	0.33%
Student Support Services	0.17%
Student Transportation	0.00%
Instructional & Curriculum Dev	0.00%
Instructional Staff Training	0.00%
Food Service	0.00%
Operation of Plant	0.00%
Admin. Technology Services	0.00%
	100.00%

AGENDA ITEM NO. 16.2

School Board of Manatee County
February 24, 2026 - Regular Board Meeting and Public Hearing

Title
Year-to-Date Charter School Financial Statement Summary Through December 31, 2025

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, Finance Director

Attachments:
2025-2026 Charter Schools Finance Report Summary - Consolidated

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2025-26

	JUL	AUG	SEPT	OCT	NOV	DEC
2101 - Manatee School for the Arts & Sciences (2)	**School Letter Grade: 2019 C; 2021 none; 2022 C; 2023 C; 2024 D; 2025 D**					
Fund Balance July 1, 2025	**$ 1,183,045.00**	**$ 1,183,045.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**
Revenue	79,792.00	179,050.00	298,767.00	404,016.00	571,471.00	687,479.00
Expense	(89,996.00)	(197,665.00)	(315,596.00)	(424,603.00)	(520,189.00)	(643,929.00)
Transfers				-	-	-
Fund Balance, Ending	**$ 1,172,841.00**	**$ 1,164,430.00**	**$ 203,827.00**	**$ 200,069.00**	**$ 271,938.00**	**$ 264,206.00**
Unrestricted/Unassigned General Fund Balance	$ 315,462.00	$ 326,590.00	$ 184,592.00	$ 184,575.00	$ 175,994.00	$ 182,249.00
2102 - Team Success (2)	**School Letter Grade: 2019 A; 2021 None; 2022 B; 2023 B; 2024 C; 2025 B**					
Fund Balance July 1, 2025			**$ 2,878,004.00**			**$ 2,878,004.00**
Revenue			3,785,262.00			$ 7,716,247.00
Expense			(4,341,451.00)			(8,247,911.00)
Transfers			1,602,471.00			702,983.00
Fund Balance, Ending			**$ 3,924,286.00**			**$ 3,049,323.00**
Unrestricted/Unassigned General Fund Balance			$ 3,434,836.00			$ 2,587,291.00
2104 - Manatee School for the Arts (2)	**School Letter Grade: 2019 B; 2021 None; 2022 B; 2023 B; 2024 B; 2025 B**					
Fund Balance July 1, 2025	**$ 5,870,462.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**
Revenue	21,598,013.00	4,082,898.00	5,804,828.00	7,524,903.00	9,168,447.00	10,833,105.00
Expense	(21,233,843.00)	(3,185,386.00)	(5,113,978.00)	(6,787,776.00)	(8,436,819.00)	(10,066,616.00)
Transfers			303,063.00	418,063.00	528,063.00	611,448.00
Fund Balance, Ending	**$ 6,234,632.00**	**$ 8,605,686.00**	**$ 8,702,087.00**	**$ 8,863,364.00**	**$ 8,967,865.00**	**$ 9,086,111.00**
Unrestricted/Unassigned General Fund Balance	$ 6,371,017.00	$ 8,591,484.00	$ 8,702,087.00	$ 8,863,364.00	$ 8,967,865.00	$ 9,086,111.00
2120 - Rowlett Middle Academy (2)	**School Letter Grade: 2019 A; 2021 none; 2022 A; 2023 A; 2024 A; 2025 A**					
Fund Balance July 1, 2025			**$ 966,001.00**			**$ 966,001.00**
Revenue			1,689,227.61			3,459,268.24
Expense			(1,598,135.40)			(3,300,252.80)
Transfers			(208,243.14)			(371,350.05)
Fund Balance, Ending			**$ 848,850.07**			**$ 753,666.39**
Unrestricted/Unassigned General Fund Balance			$ 809,427.03			$ 714,243.35
2121 - Manatee Charter School (2)	**School Letter Grade: 2019 C; 2021 C; 2022 C; 2023 C; 2024 C; 2025 B**					
Fund Balance July 1, 2025	**$ 679,364.79**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**
Revenue	430,841.45	1,001,051.43	1,526,524.07	2,752,867.19	3,273,633.16	3,840,070.02
Expense	(209,084.15)	(734,781.53)	(1,389,857.38)	(1,920,358.18)	(2,409,061.42)	(2,886,742.66)
Transfers	(89,621.88)	(179,243.76)	(268,865.64)	(300,876.54)	(390,498.42)	(480,120.30)
Fund Balance, Ending	**$ 811,500.21**	**$ 764,847.14**	**$ 545,622.05**	**$ 1,209,453.47**	**$ 1,151,894.32**	**$ 1,151,028.06**
Unrestricted/Unassigned General Fund Balance	$ 685,091.86	$ 681,074.47	431,930.21	$ 1,044,694.32	$ 987,135.17	$986,268.91
2122 - Oasis Middle School (2)	**School Letter Grade: 2019 B; 2021 none; 2022 A; 2023 A; 2024 B; 2025 A**					
Fund Balance July 1, 2025	**$ (162,439.00)**	**$ (162,439.00)**	**$ (162,439.00)**	**$ (305,671.00)**	**$ (305,671.00)**	**$ (305,671.00)**
Revenue	118,152.00	189,790.00	263,332.00	311,305.00	399,965.00	479,153.00
Expense	(65,053.00)	(124,083.00)	(188,414.00)	(264,713.00)	(339,312.00)	(413,804.00)
Transfers				-	-	-
Fund Balance, Ending	**$ (109,340.00)**	**$ (96,732.00)**	**$ (87,521.00)**	**$ (259,079.00)**	**$ (245,018.00)**	**$ (240,322.00)**
Unrestricted/Unassigned General Fund Balance	$ (109,340.00)	$ (96,732.00)	$ (87,521.00)	$ (259,079.00)	$ (245,018.00)	$ (240,322.00)
2123 - Imagine Charter - North Manatee (2)	**School Letter Grade: 2019 C; 2021 B; 2022 C; 2023 B; 2024 C; 2025 A**					
Fund Balance July 1, 2025	**$ 1,131,404.00**	**$ 1,131,404.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**
Revenue	633,388.00	1,455,626.00	2,265,666.00	2,949,920.00	3,726,584.00	4,598,521.00
Expense	(461,218.00)	(1,262,696.00)	(2,174,574.00)	(2,901,533.00)	(3,567,832.00)	(4,229,609.00)
Transfers	(5,047.00)	(101,273.00)	565.00	(123,208.00)	(96,531.00)	(161,166.00)
Fund Balance, Ending	**$ 1,298,527.00**	**$ 1,223,061.00**	**$ 260,725.00**	**$ 94,247.00**	**$ 231,289.00**	**$ 376,814.00**
Unrestricted/Unassigned General Fund Balance	$ 1,298,527.00	$ 1,223,061.00	$ 260,725.00	$ 94,247.00	$ 231,289.00	$ 376,814.00
2124 - Imagine Charter- Lakewood Ranch (2)	**School Letter Grade: 2019 B; 2021 none; 2022 C; 2023 B; 2024 C; 2025 C**					
Fund Balance July 1, 2025	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**
Revenue	296,524.00	714,985.00	1,168,525.00	1,585,266.00	1,926,830.00	2,521,320.00
Expense	(285,065.00)	(703,526.00)	(1,168,525.00)	(1,585,266.00)	(1,926,830.00)	(2,521,320.00)
Transfers					-	-
Fund Balance, Ending	**$ 14,180.00**	**$ 14,180.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**
Unrestricted/Unassigned General Fund Balance	$ 14,180.00	$ 14,180.00	$ 2,721.00	$ 2,721.00	$ 2,721.00	$ 2,721.00
2131 - Palmetto Charter School (2)	**School Letter Grade: 2019 A; 2021 A; 2022 A; 2023 A; 2024 A; 2025 A**					
Fund Balance July 1, 2025			**$ 2,095,326.00**			**$ 2,095,326.00**
Revenue			1,163,301.00			2,484,095.38
Expense			(1,154,975.18)			(2,515,835.35)
Transfers						-
Fund Balance, Ending			**$ 2,103,651.82**			**$ 2,063,586.03**
Unrestricted/Unassigned General Fund Balance			$ 2,103,651.82			$ 2,063,586.03

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2025-26

	JUL	AUG	SEPT	OCT	NOV	DEC
2141 - State College of FL Collegiate School (2)	**School Letter Grade: 2019 A; 2021 A; 2022 A; 2023 A; 2024 A; 2025 A**					
Fund Balance July 1, 2025			**$ 2,275,089.00**			**$ 2,275,089.00**
Revenue			1,088,178.00			2,234,134.00
Expense			(810,195.00)			(2,011,980.00)
Transfers						-
Fund Balance, Ending			**$ 2,553,072.00**			**$ 2,497,243.00**
Unrestricted/Unassigned General Fund Balance			$ 2,533,072.00			$ 2,497,243.00
2161 - Visible Men Academy (2)	**School Letter Grade: 2019 B; 2021 none; 2022 F; 2023 C; 2024 C; 2025 A**					
Fund Balance July 1, 2025	**$ (2,115.36)**	**$ (2,115.36)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**
Revenue	51,219.38	110,171.48	170,824.43	242,206.47	417,052.06	472,401.08
Expense	(121,380.10)	(212,838.20)	(290,636.70)	(495,223.25)	(671,622.12)	(804,219.38)
Transfers			9,661.00	12,453.00	15,224.00	23,281.00
Fund Balance, Ending	**$ (72,276.08)**	**$ (104,782.08)**	**$ (128,410.95)**	**$ (258,823.46)**	**$ (257,605.74)**	**$ (326,796.98)**
Unrestricted/Unassigned General Fund Balance	$ (114,055.40)	$ (146,561.40)	$ (154,045.95)	$ (258,823.46)	$ (257,605.74)	$ (326,796.98)
2171 - Rowlett Academy for Arts - Elementary (2)	**School Letter Grade: 2019 A; 2021 A; 2022 B; 2023 B; 2024 B; 2025 B**					
Fund Balance July 1, 2025			**$ 2,501,478.00**			**$ 2,501,478.00**
Revenue			2,350,764.65			4,810,923.09
Expense			(2,341,507.76)			(4,879,278.10)
Transfers			(75,876.18)			(127,374.93)
Fund Balance, Ending			**$ 2,434,858.71**			**$ 2,305,748.06**
Unrestricted/Unassigned General Fund Balance			$ 2,411,931.71			$ 2,282,818.06
2181 - Parrish Charter Academy (2)	**School Letter Grade: 2021 B; 2022 C; 2023 C; 2024 C; 2025 B**					
Fund Balance July 1, 2025	**$ 2,813,993.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**
Revenue	768,452.00	1,734,283.00	2,793,493.00	3,758,228.00	4,716,573.00	5,927,138.00
Expense	(785,890.00)	(1,770,010.00)	(2,664,449.00)	(3,449,519.00)	(4,251,602.00)	(5,309,569.00)
Transfers	(165,553.00)	436,781.00	489,413.00	436,779.00	323,169.00	210,952.00
Fund Balance, Ending	**$ 2,631,002.00**	**$ 2,268,288.00**	**$ 2,485,691.00**	**$ 2,612,722.00**	**$ 2,655,374.00**	**$ 2,695,755.00**
Unrestricted/Unassigned General Fund Balance	$ 2,631,002.00	$ 2,263,288.00	$ 2,480,691.00	$ 2,607,722.00	$ 2,650,374.00	$ 2,690,755.00
2182 - Lakewood Ranch Prep Academy (2)	**School Letter Grade: 2023 A; 2024 A; 2025 A**					
Fund Balance July 1, 2025			**$ 1,275,939.00**			**$ 1,275,939.00**
Revenue			3,534,810.42			7,105,398.09
Expense			(2,495,074.49)			(5,547,090.01)
Transfers			(1,187,834.73)			(2,420,157.15)
Fund Balance, Ending	**$ -**		**$ 1,127,840.20**			**$ 414,089.93**
Unrestricted/Unassigned General Fund Balance			$732,526.05			$ 75,737.22
2192 Hola! At MSA (2) Open 23-24	**School Letter Grade: 2024 C; 2025 C**					
Fund Balance July 1, 2025	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**
Revenue	422,832.00	964,535.00	1,490,460.00	1,999,585.00	2,497,922.00	3,209,377.00
Expense	(483,444.00)	(997,719.00)	(1,649,249.00)	(2,091,616.00)	(2,607,074.00)	(3,122,078.00)
Transfers	(40,523.00)	(60,605.00)	65,000.00	87,954.00	172,322.00	253,756.00
Fund Balance, Ending	**$ 11,347.00**	**$ 18,693.00**	**$ 18,693.00**	**$ 108,405.00**	**$ 175,651.00**	**$ 453,537.00**
Unrestricted/Unassigned General Fund Balance	$ 11,348.00	$ 18,693.00	$ 18,693.00	$ 108,405.00	$ 175,651.00	$ 453,537.00
2191 ALS dba Bradenton Bay Charter (2) Open 24-25	**School Letter Grade:**					
Fund Balance July 1, 2025	**$ 17,990.00**	**$ 17,990.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**
Revenue	159,512.00	302,533.00	561,993.00	789,936.00	1,006,454.00	1,292,406.00
Expense	(156,737.00)	(304,577.00)	(533,253.00)	(732,818.00)	(931,082.00)	(1,150,318.00)
Transfers	(17,036.00)	(45,483.00)	(54,628.00)	(77,886.00)	(89,598.00)	(101,337.00)
Fund Balance, Ending	**$ 3,729.00**	**$ (29,537.00)**	**$ (19,504.00)**	**$ (14,384.00)**	**$ (7,842.00)**	**$ 47,135.00**
Unrestricted/Unassigned General Fund Balance	$ 3,729.00	$ (29,537.00)	$ (19,504.00)	$ (14,384.00)	$ (7,842.00)	$ 47,135.00
2183 North River Open 25-26	**School Letter Grade:**					
Fund Balance July 1, 2025	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Revenue	821,752.00	930,038.00	1,057,063.00	1,239,417.00	1,390,283.00	1,510,327.00
Expense	(142,904.00)	(346,616.00)	(486,296.00)	(623,438.00)	(757,446.00)	(886,624.00)
Transfers	(598,714.00)	(598,714.00)	(592,579.00)	(600,128.00)	(604,574.00)	(604,185.00)
Fund Balance, Ending	**$ 80,134.00**	**$ (15,292.00)**	**$ (21,812.00)**	**$ 15,851.00**	**$ 28,263.00**	**$ 19,518.00**
Unrestricted/Unassigned General Fund Balance	$ 80,134.00	$ (15,292.00)	$ (21,812.00)	$ 15,851.00	$ 28,263.00	$ 19,518.00

***Quarterly Reports/High Performing**

(1)Adjusted Charter school beginning fund balance to properly reflect the unaudited beginning fund balance as of 7/1/2025.
(2) Adjusted Charter school beginning fund balance to properly reflect the Audited Ending fund balance 6/30/25.
(3) Financial Statements need to be provided.
(4) Corrected Financials

* 2020 No School Grades; 2021 School Grades Opt-in only, 2023 Informational Baseline School Grades.
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.